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ABSTRACT

This document is comprised of the three 1999 issues of a newsletter disseminating information on the National Coalition for Campus Child Care (NCCCC) and providing a forum for news, research, and information concerning campus child care centers. The February issue features program and registration information for the 1999 NCCCC conference, describes NCCCC activities at the NAEYC conference, and describes CAMPUS child care grants obtained through the U.S. Department of Education. The June issue features articles on critical issues in child care staffing and presents registration information for the NCCCC meeting. The October issue features stories on program quality, the candidates for the NCCCC governing board, federal grants received by colleges and universities, building a substitute teacher's folder, new federal legislation regarding transport of preschoolers in passenger vans, and NCCCC presentations at the NAEYC conference. Regular features include the NCCCC president's column, profiles of individual campus child care centers, information on NCCCC activities, and job listings. (KB)

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Campus Child Care News, 1999

Volume 14, Number 1, February 1999
Volume 14, Number 2, June 1999
Volume 14, Number 3, October 1999

Marion F. Newton, Editor

National Coalition for Campus Children's Centers, Inc.

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FEBRUARY 1999
VOL. 14 NO. 1

PS 029228

1999 Conference to Feature Prominent Speakers

The 1999 NCCCC Conference will feature three keynote speakers who are prominent figures in the field of early care and education. They are listed below, with information about their educational and professional background (the topics of their talks are found in the KEYNOTE ADDRESSES section, on page 3).

Marcy Whitebook was the founding Executive Director of the Center for the Child Care Workforce (previously known as the National Center for the Early Childhood Work Force and the Child Care Employee Project) and currently serves as the organization's Co-Director. She has a Master's Degree in Early Childhood Education from the University of California at Berkeley, and a Ph D. in Developmental Studies in Education from the University of California at Los Angeles.

She worked to develop the Early Childhood Mentor Program in California, in collaboration with Chabot College in Hayward, which is now operating in 68 colleges throughout the state. The program is one of the first and largest programs to link increased training with improved compensation. Recently, Ms. Whitebook has co-authored several resources including "Taking on Turnover: An Action Guide for Teachers and Directors" and "The Early Childhood Mentoring Curriculum." She was also the Project Director for the National Child Care Staffing Study (1988, 1992, 1998), "NAEYC Accreditation as a Strategy for Improving Child Care Quality" (1997) and "Salary Improvements in Head Start: Lessons for the Early Care and Education Field."

Janet Gonzales-Mena has been a community college teacher, child care center director, preschool teacher, and an ESL (English as a Second Language) teacher. She holds an MA in Human Development from Pacific Oaks College in Pasadena, California. Janet has written books and articles on early childhood education and parenting, including Multicultural

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NCCCC 2000
in the Windy City

April 12 to 15, 2000
Regal Knickerbocker Hotel
Chicago

☛ Mark your calendars!

For more information contact:
Vita Bates at
(708) 974-5729 or
Bates@moraine.cc.il.us

President's Column

by Jo Copeland, President, NCCCC

I send New Year's greetings from sunny Colorado. I hope everyone's Spring semester is going smoothly.

I would like to thank the following NCCCC Board Members for their commitment and determination in getting the job done in Toronto. Gail Solit did an excellent job organizing board members to present the NCCCC-led sessions at the NAEYC Conference in November. Those who stepped forward to lead individual sessions were: Gail Solit, who hosted the pre-conference session; Fran Roth, the One-On-One Dialogue; Todd Boressoff, the Networking Reception; and Bonnie Koch, the Panel Discussion. The Board was very pleased with attendance at these events and with the amount the positive feedback about the presentations. Thank you, too, to all of the campus children's center professionals who attended our sessions.

I would also like to acknowledge a key member of the board: Todd Boressoff. Todd has devoted his time and energy, with contagious enthusiasm and excitement, to the pursuit of the CAMPUS Child Care funds. He made it happen. Thanks Todd for all of your hard work!

The Board met for two full days during the NAEYC Conference, to conduct NCCCC business and to continue our Strategic Planning work. The Board and staff have made a commitment to the following four goals:

I. To expand opportunities for providing and exchanging information through the clearinghouse.

II. To increase membership in NCCCC and to expand membership services.

III. To become recognized as the national voice and experts on campus issues related to children.

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1999 Conference to Feature Prominent Speakers

continued from page 1

Issues in Child Care, Infants, Toddlers and Caregivers (with Dianne Eyer), Foundations: Early Childhood Education in a Diverse Society and The Child in the Family and in the Community. She is co-producer of a video series for training child care teachers called "Diversity" and has been involved with the West Ed Program for Infant and Toddler Caregivers.

Anita Rui Olds is the founder and Director of the Child Care Design Institute, a nationally recognized intensive training program for architects and child care professionals. The Institute is jointly sponsored by the Harvard Graduate School of Design and Tufts University, and is now in its eighth year. Over the past three decades, through her firm, Anita Olds and Associates, she has been a pioneer in the design of innovative environments for children in such facilities as pediatric hospitals, child care centers, therapeutic and special needs settings and others throughout the United States and abroad. Anita holds a doctorate in Human Development and Social Psychology from Harvard University and has taught at Tufts University, Wheelock College and Harvard. She is currently writing The Child Care Design Guide: Day Care Centers that Honor the Spirit of Place and is the author of Child Health Care Facilities: Design Guidelines and Literature Outline.

NCCCC 1999 CONFERENCE

♥ Bring Your Heart to San Francisco ♥

"Building Bridges to the Future"

April 28 - May 1, 1999

Radisson Miyako Hotel, San Francisco, California

FIVE ALL-DAY Pre-conference Sessions - offered April 28, 1999, 8:00 a.m. - 5:00 p.m.

Session #1
Center Design and Expansion
Chuck Durrett, Louis Torelli & Sarah Johnson

This presentation will focus on the impact of design on children and teachers in child care settings. Participants will have the opportunity to discuss key design elements and hear tips on working with architects.

Session #2
Reggio Emilia
Leah Marks

Participants will spend the day considering the possibility of creating exemplary programs when teachers, families and communities work together as partners in education.

Session #3
New Director's Day
NCCCC Board Members and Emeriti

Are you a new director of a campus child care center? Is your institution contemplating opening a child care center on campus? Seasoned directors will share their experiences and knowledge in managing successful child care centers.

Session #4
NAEYC Validator Training

The NAEYC Validator training is for individuals interested in becoming accreditation validators, and for those who need to renew their validator training. NAEYC staff will provide the training.

Session #5
Infant/Toddler Intensive
West Ed, Laboratory for Educational Research & Development, Sausalito, California

Graduates of the "Program for Infant-Toddler Caregivers", developed by West Ed in collaboration with the California Department of Education/Child Development Division, will present a session highlighting the important aspects of good practice in the group care of infants and toddlers, and translating theory into practice.

Nominate a Director of the Year

NCCCC is once again seeking to promote campus children's programs, reward excellence and publicize our field by awarding the NCCCC Director of the Year. We encourage you to nominate an NCCCC member who does an excellent job as a Director of a campus children's program. The Nomination Form and Guidelines can be found on page 9 of the October newsletter. The deadline for receipt of nominations has been extended to March 8, 1999. The Award will be presented during the annual conference in San Francisco in April. If you have any questions, please contact Maureen Duane at (602) 965-9515 or via e-mail at maureen.duane@asu.edu.

CORRECTION

In the cover story of the October issue we incorrectly reported the name of the director of the University of New Mexico Child Care Center. The director is Elena Aguirre. We apologize for the mistake.

Conference Presentation Topics

- Family Friendly Center for Your Campus
- Conflict Resolution Strategies for Directors
- Interdisciplinary Team for Outdoor Design
- Grant Writing
- Documentation in Staff Development
- Indoor/Outdoor Design: New and Renovation
- Environments that Nourish and Nurture
- A Temperament Approach
- Playground Planning
- Making Board Governance Work
- Mentor Teaching: ECE Teacher and Academia
- 100 Languages of Children - Catalyst for Program Development
- Enriching Center Life and Learning: Intergenerational Approach
- Creating Partnerships with Diverse Families
- Power of Play and Humor in Our Leadership Lives
- Entering a Child's Play: Stop, Look and Listen
- Issues of Liability in Campus Care Settings
- Childcare Center and Campus Administration: A Winning Team
- Enhancing the Language Development of Infants and Toddlers
- Childcare Design
- Redefining Child Care in a World of Diversity
- Providing Quality Orientation & Training for Staff and Volunteers
- The Infant Garden
- Staff Supervision and Assessment
- Campus Childcare Planning Committee: Do's and Don'ts
- Supervising Adults: The Joys of Being a Director
- Family Preferred Services in Campus Childcare
- Early Intervention: Training Caregivers
- The Involvement of Men in the Lives of Young Children
- Using Clay, Lessons for Facilitating Small Group Work
- Community College & High School Partnership
- Brain Research
- Outreach Program to Family Childcare
- Interactive Teaching Learning Model
- International Families on Campus
- Professional Development Through Mentoring
- Professional Credential for Childcare Administrators
- Getting Published

Conference at a Glance

Wednesday, April 28
8:00 a.m. - 5:00 p.m
Pre-Conference Sessions
3:00 - 6:00 p.m.
Conference Registration
4:30 - 5:30 p.m.
New Member Orientation
6:00 - 7:15 p.m. Reception
7:15 - 8:30 p.m.
Opening Ceremony, Welcoming Entertainment, Refreshments, Cash Bar

Thursday, April 29
7:30 a.m. - 6:00 p.m.
Conference Registration
7:45 - 9:00 a.m.
Breakfast with Marcy Whitebook
9:15 - 10:30 a.m.
Workshop Session I
10:45 - 12:00 noon
Workshop Session II
12:15 - 1:45 p.m.
Lunch with Janet Gonzalez-Mena
2:00 - 3:15 p.m.
Workshop Session III
3:30 - 4:45 p.m.
Workshop Session IV
6:30 p.m. Hosted Dinners

Friday, April 30
7:30 a.m. - 12:00 noon
Conference Registration
7:45 - 9:00 a.m.
Breakfast with Anita Rui Olds
9:15 - 10:30 a.m.
Workshop Session V
10:45 - 12:00 noon
Workshop Session VI
Lunch on your own
1:00 - 4:45 p.m.
Center Tours/
Sightseeing Tours
Afternoon and Evening Off
7:00 p.m.
Ballet or Beach Blanket Babylon

Saturday, May 1
7:30 a.m. - 9:15 a.m.
Breakfast, 2000 Conference Presentation, NCCCC Annual Meeting
9:30 - 10:30 a.m.
Plenary Session
10:45 - 12:00 noon
Workshop Session VII
12:00 noon
Conference Ends
1:00 - 4:45 p.m.
Sightseeing Tours

Keynote Addresses

Wednesday Evening

Opening Welcome:

Jo Copeland, NCCCC President
Charles Reed, Chancellor,
California State University System

Thursday Morning

Marcy Whitebook
"Staffing Issues and their Impact on Quality Child Care"

Thursday Afternoon

Janet Gonzales-Mena
"Staff and Parents: Culture, Conflict and Communication in Child Care"

Friday Morning

Anita Rui Olds, PhD
"Miracles on Minimums: The Challenge in Designing Wholesome Environments for Child Care"

Campus Tours

Tour A
Stanford University - three centers

The Children's Center of the Stanford Community (CCSC) is a non-profit, accredited parent cooperative that serves approximately 180 families of Stanford University students, staff and faculty. CCSC draws a wide range of families of varying racial, ethnic and religious backgrounds. (See Center Profile on Page 5)

The Stanford Arboretum Children's Center is a non-profit accredited child care center serving the needs of approximately 150 families of Stanford University and UCSF-Stanford Health Care. The Arboretum is committed to providing maximum scheduling flexibility, through its Flex Care program, to meet the needs of families who have diverse work and school schedules.

Rainbow Nursery School is a traditional half-day parent participatory preschool program at Stanford University. Due to its location in married student housing, and the University's population of foreign graduate students, Rainbow Nursery School serves many international families, with as many as a dozen languages spoken by families in the center at any one time.

Tour B
San Francisco State and Pal Care

The Associated Students Children's Center at San Francisco State University (SFSU) was designed by Spaces for Children (Torelli/Durrett) and Don Dommer Associates. The center is licensed to serve 100 children ages 4 months to 5 years whose parents are students at SFSU. It also serves as an observation site for students in early childhood education through the extended learning department of SFSU. (*Editor's note*: see the June 1998 issue of Campus Child Care News for a profile of this center.)

Pal Care is a worksite child care center for employees of the San Francisco airport and others with nontraditional work hours. It is open from 5 a.m. to midnight, 7 days per week and is housed in renovated space in a former public transportation office building about 10 minutes away from the airport. Pal Care is licensed to serve 150 children between the ages of 3 months and 5 years, and school-age children after 5 p.m. and on weekends, and has plans to increase its licensed capacity in the coming year. 50% of the slots are reserved for airport and airline employees, and the airport subsidizes its operation.

Tour C
Mills College Hundred Languages Exhibit and Tule Elk Center

The Hundred Languages Exhibit was conceived by Loris Malaguzzi, one of the founders of Reggio Emilia, and his closest coworkers as a visual documentary of their work in progress and its effects on children. It describes and illustrates the philosophy and pedagogy of the Reggio Emilia approach through photographs depicting moments of teaching and learning; explanatory scripts and panels (many containing texts of children's words); and samples of children's painting, drawings, collages and constructions.

The Tule Elk Center is a state-funded preschool program for disadvantaged children, located in the heart of San Francisco, which has adopted the Reggio Emilia philosophy. This inner city program has a fantastic play yard that was developed from a previously completely blacktopped area. The Tule Elk Center also serves a large percentage of children with special needs.

NCCCC on the Internet

Visit our web site at: **http://ericps.crc.uiuc.edu/n4c/n4chome.html**

We hope you will subscribe to our discussion group, **CAMPUSCARE-L**, and actively initiate and monitor conversations with other early childhood campus child care professionals on a regular basis.

To subscribe to **CAMPUSCARE-L**, send an e-mail message to: **listserv@postoffice.cso.uiuc.edu**

Leave the subject line of the message blank. In the body of the message, type: **subscribe CAMPUSCARE-L Your-first-name Your-last-name** in the first line of the message area and send the message. Do not add your signature. You will be notified that you have been added to the list and will be provided with additional information at that time. Once you have subscribed to the discussion group, send messages that you want all list members to read to: **CAMPUSCARE-L@postoffice.cso.uiuc.edu**.

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Center Profile

Children's Center of the Stanford Community (CCSC)

Address
695 Pampas Lane
Stanford, CA 94305
Phone: (650) 853-3091
http://www-leland.stanford.edu/group/CCSC/

Executive Director
Tanya Swezey-Gleason

CCSC's Relationship with Stanford University
CCSC is an independent, non-profit corporation whose sole purpose is providing high quality child care for Stanford University students, staff and faculty. CCSC operates under an agreement with the University that is administered and overseen by the Director of the WorkLife Office. A University represen-tative from the WorkLife Office is an ex-officio Member of the CCSC Board of Directors and its Oversight Committee.

The University provides CCSC with rent-free space, in-kind building and grounds maintenance, and the consulting services of the Child Care and Parenting Coordinator in the WorkLife Office.

History
CCSC was founded in 1969 by a group of Stanford undergraduate women who wanted to provide care for children 2 to 5 years of age. One year later a second program, Little Kids' Place, was founded at Stanford as a drop-in center for children 9 months to 3 years of age.

Within 5 years both centers had grown to their maximum enrollment of about 50 children each, and they decided to join under one name to form what is presently known as CCSC, providing care through Little Kids' Place (LKP) for children 9 months to 3 years, and Big Kids' Place (BKP) for children ages 3 to 5 years. Shortly thereafter, the center relocated to its current address from its previous home at Stanford Elementary School.

In 1982, CCSC expanded to include the Craig Infant Program (CIP), that had opened three years earlier in an apartment in family housing on campus, to serve infants from one to twelve months of age. CIP was incorporated under CCSC's Articles of Incorporation, with parent and staff representatives joining the CCSC Board.

The demand for child care on campus increased dramatically during the 1970s, with CCSC waiting lists growing to more than 400 families. In recognition of this demand, and through the efforts of the child care consultants and the Office of the

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NCCCC PUBLICATION NEWS

New Director's Day Resource Book

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ORDER TODAY!
And...
Plan to attend NCCCC's 1999 Pre Conference New Director's Day Session
San Francisco, CA
April 28, 1999

NEW DIRECTOR'S DAY

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Center Profile

continued from page 5

Dean of Student Affairs, the University made funds available for the construction of a new building (South) on Pampas Lane to add to the services provided in the original (North) building.

Enrollment

CCSC is licensed to care for 144 children from 6 weeks to five 5 years of age, in nine developmentally based classrooms (3 infant rooms, 3 toddler rooms, and 3 preschool rooms). An average of 185 children are enrolled each semester, given the full and part time schedule offerings. As of the last census, the enrollment was comprised of 45% graduate student families, 15% UCSF-Stanford Health Services affiliates, and 40% faculty or staff families. CCSC's classrooms and outdoor areas provide ample space for vigorous play and quiet activities. Toys, books, climbing structures, lofts, and playhouses are features of a facility that safely challenges and delights children at all developmental levels. CCSC has its own children's library,

housed in a replica of the Stanford Barn, where children of all ages take part in small-group age-appropriate early literacy activities. CCSC has been accredited by the National Association for the Education of Young Children (NAEYC) since 1988.

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Campus Child Care NEWS

Volume 14, Number 1 February 1999

Editor: Marion F. Newton, State University of New York System Administration, Albany, NY

Issue Editors: Fran Roth, San Jose State University, San Jose, CA
Gail Solit, Gallaudet University, Washington, DC

Campus Child Care News is published three times per year by the National Coalition for Campus Children's Centers, Inc., Headquarters Office: 122 South Michigan Avenue, Suite 1776, Chicago, IL 60603, Phone (800) 813-8207 and (312) 431-0013, Fax: (312) 431-8697, E-mail ncccc@smtp.bmai.com; Government Relations Office: 515 King Street, Suite 410, Alexandria, VA 22314, Phone (703) 836-3326, Fax (703) 836-7256. Office contact: Colleen Hamby.

Views expressed or implied in NCCCC News are those of the authors and are not necessarily those of NCCCC.

Conference Information Continued

Additional Events

Ballet - "Tradition and Trends" is a collection of three ballets: "Theme and Variations", a Balanchine Full Company masterpiece; "Slow", a charged mood piece brimming with invention, unexpected contrast and unusual use of space; and the "Sandpaper Ballet", a Mark Morris World Premier. Limited tickets are available for Friday night's 7:00 performance.

Beach Blanket Babylon - Kick back and enjoy Steve Silver's zany musical revue that spoofs popular culture, featuring excellent singers sporting enormous hats and stunning visual pun costumes. In its 23rd year, Beach Blanket Babylon is presented cabaret-style. Limited tickets are available for 7:00 p.m. Friday evening.

Sightseeing Tours - Available Friday or Saturday afternoon

Tour A: San Francisco City Tour
Enjoy the beauty of everyone's favorite city. The tour starts with a drive along the waterfront and a view of San Francisco Bay, and features all of the major attractions of the city of San Francisco. Pick up at the hotel at 1:15 pm. The Tour concludes at Fisherman's Wharf, where you can choose to remain or be returned to the hotel.

Tour B: Muir Woods and Sausalito
This tour starts with a trip across the Golden Gate Bridge, includes a stop to view San Francisco from Vista Point, and continues on to Muir Woods National Monument. This is the site of a virgin forest of California Coast Redwood trees, among the oldest and tallest on earth. The village of Sausalito is the next stop, where you will have time for browsing and shopping in this picturesque artist colony nestled on the northern shores of San Francisco Bay. Pick up at the hotel at 1:15 pm and return there at the conclusion of the tour.

Tour C: Alcatraz
Depart on the Blue and Gold Fleet, Pier 41, Fisherman's Wharf for the world-famous Federal Penitentiary, where the likes of Al Capone, George "Machine Gun" Kelly, and Robert "The Birdman" Stroud were held. The National Park Service provides an orientation video, selfguided walks, exhibits and talks on topics such as famous escapes. An audio tour of the prison cell house is included. Bring a sweater and comfortable walking shoes. You must arrive by 1:30 pm for the 2:00 pm tour. Limited tickets available.

ELECTION RESULTS

The results of the election are in!
The newly-elected officers are:

Treasurer:
Jill Uhlenberg
Secretary:
Sandi Schwarm

The newly-elected **members-at-large** are:

Todd Boressoff
Pamela Kisor
Bonnie Koch
Fran Roth
Gail Solit

Please feel free to congratulate all of these Board members.

Thank you for voting, and don't forget to nominate yourself or a colleague for future Board openings!
(see article on page 9)

Accommodations

The 1999 NCCCC Conference will be held at the Radisson Miyako Hotel in San Francisco, California. The Miyako offers a gracious and relaxing blend of Western and Eastern influences, and is located in Japantown, just minutes away from all the sights, sounds, and shopping that San Francisco has to offer.

Hotel Room Rates: (guaranteed only through 3/25/99)
Single/Double: $139.00*
Triple: $159.00*
Quad: $179.00*
*(exclusive of tax and charges)

Call the reservation desk at (415) 922-3200 or (800) 333-3333 to make reservations. Please inform the front desk that you are attending the NCCCC Conference to ensure that you receive the group rate.

Air Travel Discounts

Get to San Francisco for less: Call Conventions in America (CIA) at (800) 929-4242, (619) 232-4298; fax (619) 232-6497, and ask for **Group #623**. You will receive 5% - 10% off the lowest applicable fares on American Airlines, or the lowest available fare on any other carrier. Take an additional 5% off American if you purchase your ticket at least 60 days prior to departure.

Travel window April 23 - May 6, 1999.

CIA Business Hours

Reservation hours:
M-F 6:30 a.m. - 5:00 p.m./ PT
Visit the CIA website: www.scitravel.com (use group #623) or E-mail: flycia@scitravel.com

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Center Profile

Children's Center of the Stanford Community (CCSC)

continued from page 6

Philosophy

CCSC believes that play is the most significant mode of learning for young children, and that child-initiated, adult-guided activities are the best suited for the young children in our program. CCSC employs a child-centered approach to curriculum: the program evolves from the children's own developmental needs. Age-appropriate toys and activities are provided, and children are free to explore in ways that match their maturing interests.

CCSC provides a safe, warm, nurturing environment for children. The consistency of daily routines and the comfortable relationship families develop with staff make CCSC a place for children to develop trust and feel secure. Emphasis is placed on helping the children develop increasingly complex social skills and encouraging them as they become members of a larger peer group.

Staff Qualifications

All staff members must have a minimum of 12 units in Early Childhood Education or Child Development along with any other education in a related field. Most staff members are working toward, or have already completed, bachelors degrees. CCSC boasts a staff turnover of 10% or less per year (of a 41- member staff). The average longevity of CCSC teaching staff is more than 7 years. CCSC encourages staff members to further their professional development in a variety of ways. Each staff member has an Education Fund; receives professional days off; and participates in in-service training on an annual basis. Most staff members are frequent participants at childcare conferences and workshops, and several have completed advanced degrees.

Program

CCSC is a parent participation center. Parents participate in their children's care on a regular basis. By working in the classrooms, mothers and fathers contribute their special skills to the community, opening a whole new range of experiences to the children. Parents also learn from the Teachers, as trained childcare professionals, thus expanding their understanding of their own children's development. Since 1995 CCSC has offered a non- participation option. Nonetheless, 85% of our parents still choose to participate in their children's classrooms on a weekly basis, and reduce their child care fees by 10%.

The unique cooperative nature of CCSC creates a supportive community that sees families through the inevitable crises of daily life and joins with them in celebrating its joys. Parent education workshops, parent-teacher conferences, discussion groups, potluck meals and other Center-wide events are some of the ways in which this community works and plays together.

Open to students, faculty and staff members of the University, CCSC brings together a wide range of families. People of varying racial, ethnic, national, and religious backgrounds come together at CCSC in the shared experience of child-rearing.

Funding

Our primary sources of funds are: 1) parent tuition payments - 75%; 2) university in-kind services - 21% - which includes all major maintenance to the physical plant; 3) fundraising activities - 3%. CCSC is in the midst of a major capital campaign, to raise funds for the replacement of the North building and the renovation of the South building. Groundbreaking is tentatively set for Fall 1999.

Organization

CCSC is governed by a Board of Directors comprised of elected parent members, staff representatives, and the Stanford University Liaison. Five years ago the CCSC Board of Directors adopted a specific governance model based on the work of John Carver (as described in his book "Boards That Make a Difference"). It is the implementation of this governance model and the effect it has had on the fiscal health and organizational soundness of the Center that made CCSC a finalist in the 1997 Chevron Award for Non-Profit Excellence. The CCSC Board of Directors, administration and University liaison have found this model to be so beneficial to child care management that we are actively involved in making presentations about the governance of non-profit organizations at local, state and national conferences.

Attention Members!

There will be time set aside during the NCCCC annual meeting at the conference in San Francisco for a discussion about affiliates. Members representing current affiliate groups and those with ideas about affiliates should plan to attend. It is scheduled after breakfast on Saturday, May 1, 1999. Please check the conference program for details about the location.

Member Volunteers Needed for Board Committees

by Jo Copeland, President and Debra Carlson, President-Elect

The Board is seeking interested members to join them in conducting the work of the organization. Listed below are a number of active committees, with a brief description of each and the name and contact information for the chairpersons. Most committee work is conducted by phone, fax and e-mail contact between committee members, so your geographic location is not a factor. If you are interested in becoming more involved with NCCCC, committee work is an excellent way to begin!

Clearinghouse/Research: This committee is responsible for making publications available on a variety of topics pertinent to the profession and the membership. It is also working to create a comprehensive database about campus children's centers.
Chair: Sandi Schwarm,
Phone: (213) 743-2446
e-mail: schwarm@mizar.usc.edu

Public Policy: This committee is devoted to helping NCCCC influence public policy to enhance and improve programming for children, and to become the national voice for early care and education programs on higher education campuses.
Chair: Todd Boressoff,
Phone: (212) 346-8260
e-mail:Tboressoff@aol.com

Newsletter: This committee identifies issues and topics to be addressed in the newsletter, and works to identify prospective authors. The newsletter is dedicated to providing the membership with information about the organization itself, and about new developments in the field.
Chair: Marion Newton,
Phone: (518) 443-5249
e-mail: newtonmf@ sysadm.suny.edu

Budget: This committee provides oversight of the budget preparation process and treasurer's duties, and works to ensure the fiduciary responsibility of the organization.
Chair: Marion Newton,
Phone: (518) 443-5249
email:newtonmf@sysadm.suny.edu

Director of the Year: This committee solicits nominations for, reviews applications from, and selects a Director of the Year.
Chair: Maureen Duane,
Phone: (602) 965-9515
e-mail: maureen.duane@ asu.edu

Membership: This committee works to identify the needs of the membership and to devise ways to meet those needs. It also works to develop strategies to increase the number of NCCCC members.
Chair: Maureen Duane,
Phone: (602) 965-9515
e-mail: maureen.duane@asu.edu

Nominations: This committee is responsible for ensuring that a sufficiently large and diverse group of motivated, hard-working members are nominated for positions as board members.
Chair: Lucille Oddo,
Phone: (516) 632-6930
e-mail: loddo@ccmail. sunysb.edu

Conference 2000: This committee is responsible for soliciting, reviewing and selecting proposals for conference presenters, arranging for center tours and all other program components of the annual NCCCC conference to be held in Chicago, Illinois.
Chair: Vita Bates,
Phone: (708) 974-5729
e-mail: bates@moraine.cc.il.us

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NCCCC Board Members

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University of Colorado
Boulder, CO 80302

President-Elect
Debra Carlson
St. Cloud State University
St. Cloud, MN 56301

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University of Northern Iowa
Cedar Falls, IA 50613

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Milwaukee, WI 53233

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Pales Hills, IL 60465

Todd Boressoff
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Community College
New York, NY 10007

Sherry Cleary
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Pittsburgh, PA 15213

Maureen Duane
Arizona State University
Tempe, AZ 85287-3001

Bernice Long Garner
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St. Louis, MO 63110

Marion Newton
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Albany, NY 12246

Lucille Oddo
State University of New York
Stony Brook, NY 11794-4000

Frances Roth
San Jose State University
San Jose, CA 95112

Nancy Sayre
Clarion University
Boyers, PA 16214

Sandi Schwarm
University of Southern California
Los Angeles, CA 90007

Gail Solit
Gallaudet University
Washington, DC 20002

Call for Nominations Reminder

Have you ever thought that you, or perhaps a colleague, would make a valuable contribution to NCCCC as a Board member? Now is the time to act upon that thought! A call has gone out to the membership for individuals to fill four vacancies on the Board in 2000.

We are requesting nominations for individuals to serve on the NCCCC Board. In accordance with policy, the length of the term will be three (3) years. If you did not receive the call for nominations mailing, and would like to nominate soemone, call Nancy Sayre at the phone number below immediately.

Nomination process for NCCCC Board members:

1. Call for nominations
   a. The date by which nomination forms must be completed and sent to the Chair has been extended to March 8, 1999.
   b. Nominees must be current NCCCC members and must have attended at least two (2) of the last four (4) annual NCCCC conferences.
   c. The Chair will ask all nominees to send a current resume and a statement of 150 words.
2. The Nominating Committee will schedule a group interview on Wednesday, April 28, 1999 at the Radisson Miyako Hotel in San Francisco, CA. Nominees must be present at that interview or they cannot be considered for a Board position.
3. The Nominating Committee will submit a slate to the NCCCC Board on Wednesday after the interview before the first conference session on Thursday morning in San Francisco.
4. Nominees will be introduced at the conference so that they will be available to meet NCCCC members who are in attendance.
5. Ballots for elections will be mailed to the general membership by December 1, 1999 and must be returned postmarked by **December 20, 1999.**
6. New Board members will take office at the conclusion of the NCCCC annual board meetings in Chicago, IL, April 12 -15, 2000.

On behalf of all of the membership, thanks for taking the time and for your commitment to NCCCC!

Please send nominations to:
Nancy Sayre
Clarion University
Earl L. Siler Children's Learning Complex
Clarion, PA 16214
Phone: (814) 226-2209
Fax: (814) 226-2558
E-mail: nsayre@vaxa.clarion.edu

NCCCC LOGO CONTEST

Criteria:

- ✔ Logo must reflect the mission and goals of NCCCC
- ✔ Logo must be reproducible for use on NCCCC brochures, letterhead, publications, signs and lapel pins
- ✔ Entries in color may be submitted, but must be accompanied by a black and white copy
- ✔ Entries must submitted on an 8.5 x 11 sheet of paper
- ✔ Entrants must submit a narration (less than 100 words) describing their logo entry

Logo entries are due by Friday, April 16th and should be submitted to:

Maureen Duane
Child and Family Services
Box 873001
Tempe, AZ 85287-3001

The logo that is selected becomes the property of NCCCC, Inc. The contest winner will receive a framed print of the logo with a letter from the president. The contest is open to anyone, and the winner will be announced at the Annual Conference in San Francisco.

NCCCC Sessions at NAEYC A Success

PRE-CONFERENCE

NCCCC's pre-conference session at NAEYC attracted more than 60 campus children's center professionals on the morning of November 18. Attendees learned about The Campus Child Care Center: Providing Appropriate, Caring and Family-centered Child Care; Supporting and Educating College Students; and Reinforcing the University's Mission from a panel of NCCCC Board members. Three hours of presentation and discussion were distilled into the following recommendations, which we share here for everyone's benefit.

Sherry Cleary, University of Pittsburgh zeroed in on three areas in terms of reinforcing the the reality that the center is integral to the university's mission: 1) learn your institution's mission. Memorize it; recite it until you can do so in your sleep. If you do not know what the mission of your college or university is, you cannot possibly support and reinforce it; 2) figure out what you do at your children's center that helps your college or university, both directly (eg. teaching classes on campus, serving as a practicum site, supporting good research and performing public service) and indirectly (eg. recruiting and retaining faculty, staff and students, sitting on campus and community committees); and 3) figure out who on campus can help you (eg. Who does the Chancellor or President meet with regularly? How does change happen and who is the catalyst? Find a campus mentor). Learn your campus culture, identify your strengths (ouside children and child care, too), and focus on the importance and integrity of your program.

Jill Uhlenberg, of the University of Northern Iowa, identified two areas in supporting and educating college students: 1) make yourself indispensible on campus: students from a wide variety of academic disciplines acquire vital hands-on experience and a wealth of experiential learning in your center. Students learn about child development, curriculum, talking with parents, supervising other people (children and adults), professional conduct and confidentiality, to name a few topics. Campus children's centers often have a more diverse population than the campus as a whole, providing additional opportunities for experiential learning; and 2) document and report how you serve the campus. Keep track of how many students from which academic departments receive education and training in your center, how many student parents' children are enrolled in your center, and communicate this information to the administration. Make sure the campus knows just how indispensible you are on all levels.

Gail Solit, of Gallaudet University in Washington, DC concluded that the trick of family-centered child care is to find a successful balance between the needs of the family and the integrity of your early childhood program. The families our centers serve are changing: more older professionals are starting families in their 30s and 40s, there are grandparents raising grandchildren, teenage parents, foster parents and single parents. As families change, so do their needs. For example, on some campuses families are requesting evening and weekend care as they struggle to balance all of the responsibilities in their lives. It is critical that directors know how to listen empathetically to parents and that they strive to understand each child within the context of their family. Directors must also work to support staff by building partnerships between all of the adults in children's lives. Ours is a complex and changing world and we must struggle to define best practices in that context.

The New Director's Day pre- conference session on Wednesday, April 28, in San Francisco will provide another opportunity for campus children's center directors - both new and experienced - to continue to explore these topics (see the pre-conference session descriptions on page 2).

PANEL PRESENTATION

On the evening of November 20, NCCCC hosted a panel discussion at the NAEYC Conference. Board member Bonnie Koch was the moderator. President-elect Debra Carlson and six other representatives of early childhood-related organizations came together to discuss: How do campus programs strengthen the well-being and growth of young children, parents and college students?

During the course of the evening, attendees learned about each of the organizations, grew to understand the similarities and differences between lab schools and child care centers and heard about two other national organizations whose work has an impact on campus children's programs. What follows is a summary of portions of the evening's discussion. For more information about the full name and web site address of each of the organizations, see the inset on this page.

NCCCC, NOCDLS, CCDLA, and ACCESS, four organizations with a specific focus on campus children's programs, all agreed that campus children's program personnel are involved on campus by

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NAEYC Panelists and E-Mail/Web Site Information

Dr. Jaesook Lee - National Organization of Child Development Laboratory Schools (NOCDLS), e-mail: brentmcb@staff.uiuc.edu

Karen Brackett - Council of Child Development Laboratory Administrators (CCDLA), http://www.skidmore.edu/academics/education/ecc.htm

Becky Gorton - American Associate Degree Early Childhood Educators (ACCESS), http://www.accessece.org

Joan Herwig - National Association of Early Childhood Teacher Educators (NAECTE), e-mail: jherwig@ iastate.edu

Donna Hinkle - US Department of Education, National Institute on Early Childhood Development, http://www.ed.gov/offices/OERI/ECI/

Joan Costley - Wheelock College Center for Career Development in Early Care and Education, http://ericps.ed.uiuc.edu/ccdece/ cccpt.html

NCCCC Sessions at NAEYC A Success

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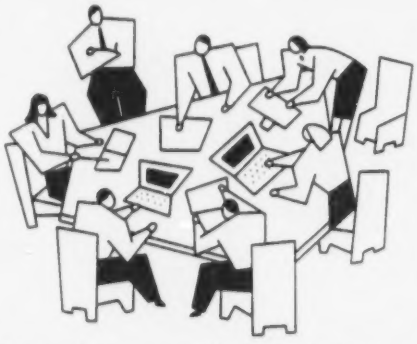
providing a place for teacher training, research and service. The differences between these organizations and their members is largely one of degree.

NOCDLS stresses their teacher training component and research somewhat more than providing care and education for children. NCCCC also stresses all three components, with the provision of child care services being perhaps the larger focus. CCDLA, which is probably most similar to NOCDLS, focuses on university and college programs in the northeastern region of the country only. Many members of ACCESS are community colleges, therefore they also stress the importance of good in-service training for community-based child care programs.

NACETE's main focus is teacher training and promoting professionalism, since their membership is comprised primarily of college professors who teach future early childhood teachers. NAECTE also works closely with other organizations that are interested in the same topics.

The National Institute of Early Childhood Development is a federal agency. Although it has no direct link to campus children's programs, the department is involved in research in the field of early education and development. They fund the National Research Center on Early Development and recently funded a program on Early Reading. Most of the projects they fund are housed on University campuses. It behooves the NCCCC members to learn more about their funding and research opportunities. Some of the research



has been focused specifically on the importance of high quality care for children and the link to later school successes.

Joan Costley from the Wheelock College Center for Career Development in Early Care and Education, also spoke about the importance of high quality child care in children's lives. Having specialized, trained teachers in early childhood programs is one of the most critical factors in effecting the children's progress in kindergarten and beyond.

In various ways all of the panelists spoke about the importance of well trained early childhood teachers. Campus children's programs, be they child care centers or lab schools, need to understand this critical message in two ways:

1) early childhood teachers who are employed in campus children's programs must be well trained professionals; and

2) the effect of their beliefs and actions on young children is indisputable. Early childhood teachers and campus children's program directors also need to realize their importance as role models for the undergraduate and graduate students who are placed in their campus children's programs.

The other important message made by all was the importance of linkages between organizations, via web pages, electronic discussion groups, newsletters, position papers, journals, seminars and conferences. In this electronic age, it is so much quicker and easier to share ideas and stay informed about each other's work.

President's Column

continued from page 1

IV. To continue to develop the "organizational glue" necessary for NCCCC to expand and grow.

We will continue the Strategic Planning process, including developing a realistic timeline, during our Board meetings in April in San Francisco.

It is an exciting time to serve on the Board of Directors. I would like to encourage all qualified and interested members to contact the Nominating Committee for details. Interviews will be held during the NCCCC Annual Conference in San Francisco. If you are interested in learning more about what the Board does and in becoming more involved with the organization, but are not yet qualified or ready to seek Board membership, please consider volunteering for a Board committee. There is an article on page 9 with more information about the different Board committees, their Chair People, and contact information.

Please nominate an outstanding children's center director for the 1999 NCCCC Director of the Year. The award will be presented to an outstanding director at the annual conference. (See announcement on page 2)

This is the last time I will write the President's column. My term will end at the conclusion of our conference in April. It has been an honor and a pleasure to serve as your President. During the past two years, I have worked with a professional, sensitive, and dedicated group of Board members and our office staff. We have spent many hours building bridges to ensure the future of the Coalition. It has taken determination and a shared vision to meet the challenge. The Board and I have made decisions to the best of our ability for the membership of our organization. I look forward to the upcoming conference, "Building Bridges to the Future". See you in San Francisco!

BIDS DUE FOR NCCCC 2001 CONFERENCE

Bids to host the 2001 NCCCC conference are due April 15, 1999. Interested parties should contact Jo Copeland, NCCCC President, for a copy of the guidelines and more information.

Jo Copeland
Family Housing Children's Center
University of Colorado
2202 Arapahoe
Boulder, CO 80302
Phone: (303) 492-1720
E-mail:
jcopeland@housing.colorado.edu

US Department of Education Prepares to Administer CAMPUS Child Care Grants

by Todd Boressoff, NCCCC Public Policy Chair

With the passage of the CAMPUS Child Care Act and the first-year appropriation of $5 million, the United States Department of Education is moving forward quickly with the grant-making process. Cynthia Brown has been hired as the grant administrator. Cindy was the legislative advocate at the American Association of University Women who was NCCCC's key Washington contact, and active supporter, during the campaign to get the Act passed. The Department of Education has developed a timeline that targets July 1999 as the date by which grants will be made, and estimates that applications will be available in mid-February.

There will be several ways to obtain a copy of the funding proposal: 1) contact Cindy's office at the Department of Education: Cynthia Brown, United States Department of Education, Office of Higher Education Programs, 1280 Maryland Ave. SW, Rm. 600, Washington, DC 20202; phone: (202) 708-8458, fax: (202) 708-9046; e-mail: cindy_brown@ed.gov; 2) download it from the NCCCC web site (once it's available) at http://ericps.crc.uiuc.edu/n4c/ n4chome.html; 3) download it from the Department of Education's web page (Cindy's office will have the address, once it's available); or 4) by joining NCCCC's listserve discussion on CAMPUSCARE-L to receive updates (instructions for joining can be found on the NCCCC web page and on page 4 of this newsletter).

If you are hearing about the CAMPUS Child Care Grant for the first time, here is a brief description of how it will work: Each college or university may apply to the Department of Education for an amount up to one percent of its prior year's Pell Grant expenditure. Any institution with at least $350,000 in Pell Grant expenditures is eligible. Grant funds will be available to start up, expand or operate campus child care programs and grants will be for four years. For example, if your college awarded $5 million in Pell Grant funds in the past year, it would be eligible to apply for up to $50,000 per year for four years for its campus child care center. There are many more details about the grant on NCCCC's web page; particularly helpful are the "Frequently Asked Questions" (FAQ's).

The Department of Education is also seeking readers for the applications. If you are interested, please send your resume and a cover letter indicating your interest and qualifications to Cindy at the above address. The Department is planning to have readers come to Washington, DC for several days (three to five) in May 1999, and they will pay for travel costs, hotel and a small stipend of $100 per day. Please note that if you plan to apply for the funds, it may make you ineligible as a reader.

There may be as many as 2,500 campuses interested in applying for these funds, and $5 million is not very much money at all in that context. Therefore we must already begin to advocate for next year's appropriation. The act authorizes $45 million for fiscal year 1999 and "such sums as may be necessary for each of the four succeeding fiscal years". Because of this language, we are able to pursue our original request of at least $60 million. This would ensure that all eligible campuses receive 1% of their campus Pell Grant amount. Now is the time to begin speaking to your legislators about appropriating funds for CAMPUS Child Care in fiscal year 2000.

Finally, I urge you to attend the 1999 NCCCC conference to be held April 28 - May 1, 1999 in San Francisco, for which there is program and registration information throughout this newsletter. The conference will have workshop sessions offering technical assistance to those applying for the CAMPUS Child Care funds and information about strategies to use as we advocate for next year's funding. NCCCC's newly-expanding Public Policy Committee will also be meeting during the conference for the first time (see page 9 for more information about the work of that committee) so come and join us there!

First Award From Charlie Boulton Memorial Fund to be Given

A year ago we announced the establishment of the Charlie Boulton Memorial Fund.The first Award will be made at the 1999 NCCCC conference in San Francisco in April.

Until his death in October 1997, Charlie was a committed and integral part of NCCCC. "Old timers" in our organization will tell you Charlie was the "voice at the end of the telephone" when you called NCCCC; managing the business office, answering questions and sending out information. He was part elder and advisor, part cheerleader, and part information clearinghouse. He loved getting publications to the people who needed them: US!!!

The Memorial Award, a complete set of NCCCC publications, will be given to a new campus children's center director whose name will be drawn each year at the NCCCC conference. You may still donate to the fund that was set up to finance this annual award. As the list of publications grows, it will be important to keep the fund healthy for subsequent years. Send donations to:

Charlie Boulton Memorial Fund
NCCCC
122 S. Michigan Avenue, Suite 1776
Chicago, IL 60603

NCCCC Conducts First Annual Listserv Quality Review

In November 1998, Board Member Jill Uhlenberg asked CAMPUSCARE-L listserv participants to critique the service by asking the question: "How are we doing?". Of the listserv's more than 200 members, two dozen or so responded. For the most part, the answer seems to be: "We are doing very well!". Almost everyone commented on the positive value of the electronic discussions, including such statements as:

"As a director of a child care facility on a university campus, I am one of a kind. There are no others on campus to test ideas on, listen (with an understanding ear) to the woes and wonders of our unique calling or to get inspiration from. This web site has served all those functions, and more, for me." *Blanche G. Wilson, Clarksville, Tennessee*

"This listserv has been particularly helpful to me ... to hear from others about how they balance research, training and service; the way they manage their budgets; the sources of revenue for programs (including fund raising ideas); policies for enrollment, holidays, etc." *Betsy Manlove, University Park, Pennsylvania*

"This is the only place where those of us on campus can turn for the specific type of information and assistance we need. Even though we are part of the larger early childhood profession, operating a children's center on campus has many unique aspects. This listserv is a really important link for all of us." *Jane Thomas, Palatine, Illinois*

"I am in the process of developing a child care center on our campus... which involves answering myriad questions about things like liability and the operations of centers at other universities. The listserv has been a very efficient way to get answers to the Board of Trustees' questions without conducting laborious research. THANK YOU!" *Lara Osborne, Oxford, Ohio*

"I have used the listserv repeatedly to do bench marking-type surveys. It also provides me with valuable information on "hot issues" in the field, and with the creative ways you are all working with limited budgets to provide the highest quality programs." *Leslie de Pietro, Ann Arbor, Michigan*

There was also a thread of discussion revolving around the volume of mail participants receive and such listserv etiquette issues as personal responses being posted to the entire listserv:

"I think the e-mail list is useful but there is just too much volume. I look forward to getting the legislative updates, but about once a month I think about unsubscribing because I am getting so many messages." *Jamie, Washington State*

"I agree with this posting (see above) very much." *Tamar Meyer, Buffalo, New York*

"One thing I am often guilty of myself, is sending private communication to the whole listserv inadvertently - the "reply" key is all too easy. If we could all make a New Year's resolution to check whom we are sending messages to, it would help." *Mary Mayshark-Stavely, Keene, New Hampshire*

Future issues of this newsletter, and postings to the listserv, will address these electronic etiquette issues in more detail.

And finally, a number of responses mentioned the importance of NCCCC's annual conference as a medium for staying connected to others in the world of campus child care.

"This listserv is a really important link for all of us. For all of the same reasons, our annual conference is successful and necessary. See you in San Francisco!" *Jane Thomas, Palatine, Illinois*

"I learn so much about other campuses at the NCCCC conference and find the listserv a great way to keep this type of learning going throughout the year." *Maryanne Gallagher, Amherst, Massachusetts*

If you would like to join the discussion on the CAMPUSCARE-L listserv, please refer to the instructions for subscribing on page 10. It's a lively place to be!

REQUEST FOR MANUSCRIPTS

NCCCC is requesting manuscripts of up to 10 pages for its series of publications on leadership. Topics to be considered include: training campus student workers, scheduling field placements, advocacy on campus, creative financing, meeting management, participatory decision- making, utilizing campus resources for children's programming, and evening care.

The next submission deadline is July 1, 1999.

For more information, refer to page 6 of the June 1998 issue of Campus Child Care News or contact: Dr. Sandi Schwarm, Series Editor, by phone: (213) 743-2446 or e-mail: schwarm@ mizar.usc.edu.

National Coalition for Campus Children's Centers Conference Registration Form

Name_____ Title_____

Affiliation_____ Center_____

Address_____

City_____ State_____ Zip Code_____ Country_____

Phone (day)_____ Phone (evening)_____

Fax_____ E-mail_____

Special Dietary_____ Special Access Needs_____

Member? yes no Membership type Individual Center Institutional Student

❑ First time attending an NCCCC conference? How did you hear of us?_____
or ❑ Second

Are you a new campus children's center director? ❑ less than 1 year ❑ 1-2 years

Registration Fees (circle those that apply)	**NCCCC Member**	**Non-Member**
Pre-Conference Session (Includes box lunch)	$ 75	$ 75
❑ 1 ❑ 2 ❑ 3 ❑ 4 ❑ 5		
Conference Registration (Postmarked on/before 3/20/99)	$275	$325
After 3/20/99	$305	$355
Program Presenter	$190	$190
Pre-Registration <u>will not be accepted after April 15th</u>. Please register onsite after this date.		
Center Tour (see program for description) (Enrollment is limited to 49 people)	$ 30	$ 30
Please select 1st, 2nd, and 3rd choice	A _____ B _____ C _____	
Sightseeing Tours (see program for description)		
A. ❑ April 30 p.m. ❑ May 1 p.m.	$ 30	$ 30
B. ❑ April 30 p.m. ❑ May 1 p.m.	$ 30	$ 30
C. ❑ April 30 p.m. ❑ May 1 p.m.	$ 15	$ 15
Ballet (seating limited to 20 people)	$ 54	$ 54
Beach Blanket Babylon (seating limited to 40 people)	$ 34	$ 34

Payment Enclosed (Make checks payable to NCCCC) Total $ _____
Registration cannot be processed without full payment. Check # _____

Registration Cancellations
Before March 31: 75% refund
April 1-14: 50% refund
April 15-23: 25% refund
After April 23: no refunds will be given

Please return this registration form with your payment to:
NCCCC Conference Registration
PO Box 809288
Chicago, IL 60680-9288

Please direct questions regarding the conference to the NCCCC Central Office at (312) 431-0013 or (800) 813-8207.
Hotel Information: For reservations, please call direct at (415) 922-3200 or (800) 333-3333.
Radisson Miyako Hotel, San Francisco
Single or Double Room -- $139.00, Triple Room -- $159.00 (exclusive of tax and charges)

Disclaimer
All events and activities in this program brochure are subject to change or cancellation without notice.

REGISTRATION WILL BE CAPPED AT 450 - SO REGISTER EARLY TO RESERVE YOUR PLACE!

Please cut here

Campus Child Care NEWS

National Coalition for Campus Children's Centers
122 S. Michigan Ave., Suite 1776
Chicago, IL 60603

**First Class
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**The 1999
NCCCC Conference
will be in
San Francisco, CA**

**April 28 – May 1, 1999
at the Miyako Hotel**

See inside for more details on hotel, registration, special events, and program schedule!

Receive a two-year subscription for the price of one year — and save 20% on all *Exchange* books!

Exclusive partner benefits for NCCCC members.

National Coalition of Campus Children's Centers and *Child Care Information Exchange* have joined forces and officially become partners to support directors and promote quality care for every child. As a member of NCCCC, a strategic partner organization, you're entitled to receive two years (12 issues) of *Child Care Information Exchange* at the one-year rate of only $38, a savings of 50% percent! Plus, as an added bonus, you can save 20 percent on all your selections from the *Exchange Bookstore* catalog of professional resources for directors and teachers. Watch for news about NCCCC in future issues of *Child Care Information Exchange*. Good things come from great partnerships. Subscribe now and see. Use the coupon below or call (800) 221-2864 to order your subscription and catalog.

YES!

Send two years of *Exchange* at the one-year rate of only $38. *(Return this ad with your check made payable to Exchange in US funds.)*

Name _____ Organization _____

Street _____

City _____ State _____ ZIP _____

Telephone (_____) _____

Child Care Information Exchange

PO Box 3249, Redmond, WA 98073-3249 (800) 221-2864 (NCCCC)

JUNE 1999
VOL. 14 NO. 2

Campus Child Care
NATIONAL COALITION FOR CAMPUS CHILDREN'S CENTERS

P U29228

The Continuing Crisis in Child Care Staffing

by Marion Newton

On Thursday, April 29, 1999 Marcy Whitebook, Executive Director of the Center for the Child Care Workforce, addressed participants at the NCCCC Conference in San Francisco. The following article is drawn from her talk and a recently published article: "Child Care Workers: High Demand, Low Wages" (see end of this article).

Ms. Whitebook began her talk by reading from the conclusions of a study, "Windows on Child Care", in which she participated in 1970. The issues that were identified then sounded discouragingly familiar to us now; not much has changed in thirty years! She then went on give an overview of the current status of the child care workforce, the various market forces that work against us, and the institutional barriers to job improvement in the field. In the end, though, she described various model programs around the country that are working to increase professionalism in the field of child care.

Current Status

Child care workers continue to earn poverty-level wages (an average of $6.70 per hour for center-based teachers nationwide), despite above-average levels of education. Family child care providers earn even less. Few child care workers receive adequate health insurance coverage, despite high levels of exposure to illness and the physical strains of the job. The field is relatively easy to enter yet, because of unequal access to training and education, poor and minority women are most likely to stay in entry-level positions that are the lowest paid. More than one-third of the nation's child care workforce leaves their job every year - usually to earn more money elsewhere. All of these factors contribute to the staffing crisis that currently exists.

Market Forces

There has been a significant influx of new public funds for child care in the past decade, but they have not improved the quality of environments for children or acted to lower turnover rates. They have only made a bad system bigger. In a 1998 Center for the Child Care Workforce study: "Worthy Work, Unlivable Wages" (see page 9), Ms. Whitebook, Carrolle Howes and Deborah Phillips found that programs paying the lowest wages experienced the greatest increase in revenue from public subsidies. For-profit chain centers pay the lowest wages, and have experienced a threefold increase in funding; independent for-profit centers, the next lowest paying, doubled their revenue. Independent, not-for-profit

continued on page 8

President's Column

Debra Carlson, President, NCCCC

As I begin my presidency, I'd like to say a heart-felt THANK YOU to Past-President Jo Copeland for her excellent leadership these past two years. Thank you Jo, for your long hours, dedication, and vision.

You will notice that several articles in this newsletter feature things that happened during the April 28 - May 1, 1999 conference in San Francisco. On behalf of the entire NCCCC Board, another resounding THANK YOU goes out to Fran Roth and the entire California committee for an excellent conference.

Newly elected officers of the board are Sandi Schwarm, secretary and Jill Uhlenberg, treasurer. Newly elected board members-at-large include Todd Boressoff, Fran Roth and Gail Solit who have been re-elected to their second terms, and Pam Kisor from California State University, Los Angeles. I am looking forward to working on your behalf with this energetic and highly motivated group of board members.

I'd like to recognize the work of two out-going board members. Bonnie Koch has resigned from the board to pursue a new career direction. Bonnie devoted countless hours over the years as our treasurer, and we will miss her thoughtful voice. Maureen Duane's term ended at the conclusion of the San Francisco conference. We thank Maureen for her tireless work as chair of the Membership Committee and Director of the Year subcommittee, both critically important activities. Best of luck to you both, Bonnie and Maureen!

In closing, I'd like to share with you a favorite quote from Annie Dillard: "How we spend our days is how we spend our lives." May we all have joyful and productive days on behalf of the children, families, and campus communities that we serve.

Newly Elected Director of the Year

Patty Finstad, University of Minnesota Child Care Center (UMCCC)

I am an exceptionally grateful and proud NCCCC member since being selected Director of the Year. The four other nominees are certainly deserving of this honor as well, so I want to express my appreciation to the committee, for the difficult decision-making process that they faced.

I am deeply indebted to the many friends and colleagues I have met and worked with over the years as both a member and past board member of NCCCC. I am especially thankful to Debra Carlson, who nominated me; our friendship began at the 1984 NCCCC conference in Seattle where we met and learned that we were both from colleges in Minnesota! Each year at the conference I continue to experience such new relationships; they serve to "recharge my batteries" and reaffirm the work I do on my own campus to model the highest standards in child care. Throughout my 17 years as director of UMCCC, struggling to gain respect and resources from the campus administration, NCCCC members have provided me with the courage, knowledge, opportunity and prestige I needed to persistently push UMCCC to the highest level of quality (see Center Profile on page 3).

I have also continued to give back some of the wisdom and support that I received, as a board member and now as an emeriti. That is the wonderful nature of our organization, that members gladly give and

receive knowledge and expertise about how to successfully operate our programs and tailor them to fit the special conditions on each of our campuses. It is from these strong personal and professional relationships that strong directors, teachers, leaders, mentors and advocates for young children are born and nurtured.

Again, I want to thank NCCCC for honoring me this year. As I read over the congratulatory letter from my campus president, I can't help but wish that every college president could be notified about the important role that campus child care can and should play in every institution of higher education. Each and every campus children's center director deserves such special acknowledgment and thanks for the important work they do.

First Charlie Boulton Memorial Award Made in San Francisco

Patty Scroggins is the first winner of the Charlie Boulton Memorial Award. Pam Boulton, Charlie's daughter and a past president of NCCCC, selected her name from a list of conference attendees who were identified as new campus children's center directors (2 years or less on the job). Patty is the Program Director of the West Hills College Child Development Center, in Coalinga, CA. She has been awarded a complete set of NCCCC publications.

Charlie Boulton was the man who ran the NCCCC office for many years. He was dedicated to getting the organization's publications into the hands of its members, especially those new to the field, because he understood the value of networking and information sharing. Following his death in 1997, members of the NCCCC Board and organization sought an appropriate way to commemorate his years of service to NCCCC and its members. Thus the idea for Charlie Boulton Memorial Award was born. Each year, at the NCCCC conference, a new campus children's program director will be selected to receive a complete set of the organization's publications.

Congratulations Patty!

Campus Child Care NEWS

Volume 14, Number 2 June 1999

Editor: Marion F. Newton, State University of New York System Administration, Albany, NY

Issue Editors: Jill Uhlenberg, University of Northern Iowa, Cedar Falls, IA
Lucille Oddo, State University of New York, Stony Brook, NY

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Views expressed or implied in NCCCC News are those of the authors and are not necessarily those of NCCCC.

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Center Profile

University of Minnesota Child Care Center (UMCCC)
Address:

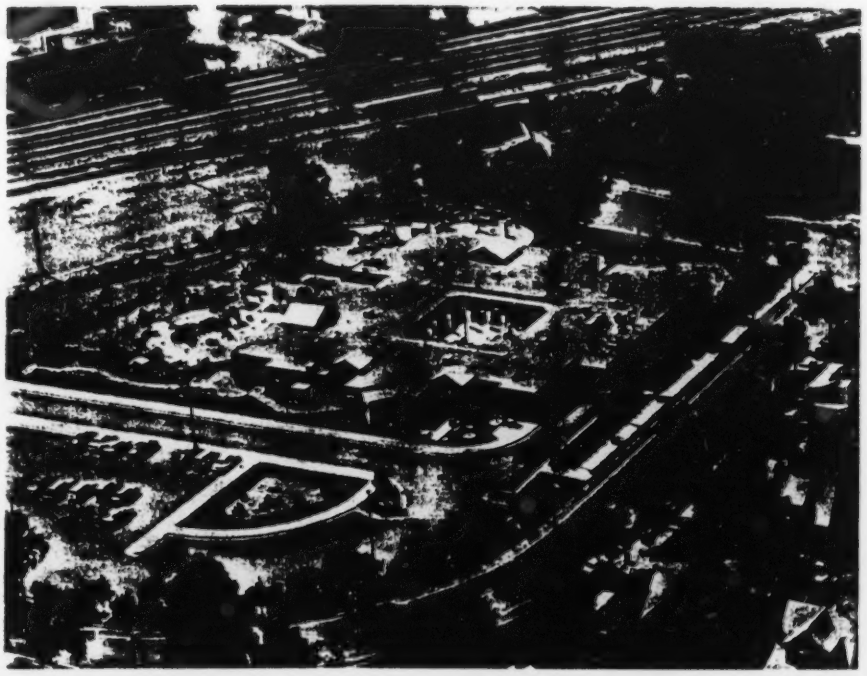
1600 Rollins Avenue SE
Minneapolis, MN 55455
Phone: (612) 627-4014
Fax: (612) 627-4101
E-mail: finst001@maroon.tc.umn.edu

Director:

Patricia Finstad, since 1982
NCCCC Board of Directors, 1987-93
NCCCC Director of the Year, 1999

History:

UMCCC was established in 1974 to serve as a model of high quality child care services for University of Minnesota students, staff and faculty, and as a research and teacher training facility. It was originally located in a renovated warehouse, more than a mile from campus, which was licensed to serve 68 children. Until 1990 UMCCC was one of three early childhood education programs administered by the Institute of Child Development in the College of Education. In response to an ever-increasing waiting list of University parents (up to 400 each spring) and the need to be more conveniently located, UMCC began to plan for expansion. In 1990 the center was transferred to the Office of Support Services and Operations, where the leadership created a very active and productive campus child care task force. The task force began to make plans, not only for the UMCCC program, but to develop two student parent cooperative child care centers and an advocacy and advisory program named Project HELP (Higher Education for Low-income Parents). The UMCCC director was authorized to arrange funding to improve and stabilize each of these programs, and to contract with a child care resource and referral service. In 1992, the University approved $2.2 million for the construction of a new facility that would be licensed to serve at least 155 children. In 1994, after major changes in high-ranking administrators, UMCCC was transferred back into the College of Education (now the College of Education and Human Development), reporting directly to the Dean's office. Since then, UMCCC enjoys both the respect and the financial support of the University. The center also benefits from a vastly increased amount of academic involvement and activities, community service (through outreach programs) and technical assistance.



Aerial view of the University of Minnesota Child Care Center.

Facility:

The new 18,500 gross square foot facility, licensed to serve 144 children, opened in September 1992. The building, while large, was designed to avoid an "institutional" feel and to retain a somewhat home-like atmosphere. It was envisioned as a block of children's houses (or bungalows) around a central courtyard, with one corridor housing administrative offices, staff lounge, kitchen, large-muscle/multipurpose room and a flexible classroom space. The bungalows are connected by playfully painted streets: Infant Lane (red); Toddler Boulevard (green), and Preschool Parkway; connecting to Administration Avenue (yellow), Kitten Mews and Flex Alley!

Each bungalow houses two "educare" rooms and is designed to function much like a center of it's own, with the Head Teacher's office in the center (or heart), it's own thermostat and lighting controls, adult bathroom, telephone, and small refrigerator for children's medication and personal items. Each has a foyer to facilitate transitions such as early morning and late afternoon merge times, wake-up after naptime, preparing to go outside and coming back in. The foyers also provide visitors with a place from which to observe. Each bungalow also has a 9-foot by 9-foot "playcastle", which is shared between two "educare" rooms. The toddlers use it for large muscle activities and preschoolers for dramatic play space. Large accordion doors allow one of the educare rooms to use this space while it is closed off to the other side. The infant "playcastle" houses a full kitchen, complete with dishwasher (which greatly helps to sanitize mouthed toys), refrigerator, microwave, table and high chairs. Windows between the foyer and educare rooms, and windows in the head teacher's offices, create the opportunity for constant supervision of the children by sight and sound.

The playgrounds are very spacious. Each age group (infant, toddler, preschool, and flex preschool) has a separately fenced area with age-appropriate equipment. There is also a large common area with a garden, rock sculptures, picnic tables and an open grassy space for free-for-all running! UMCCC is located on a major bus

continued on page 4

Center Profile

continued from page 3

line and is adjacent to a large parking area, making it very convenient for parents and staff.

Enrollment:

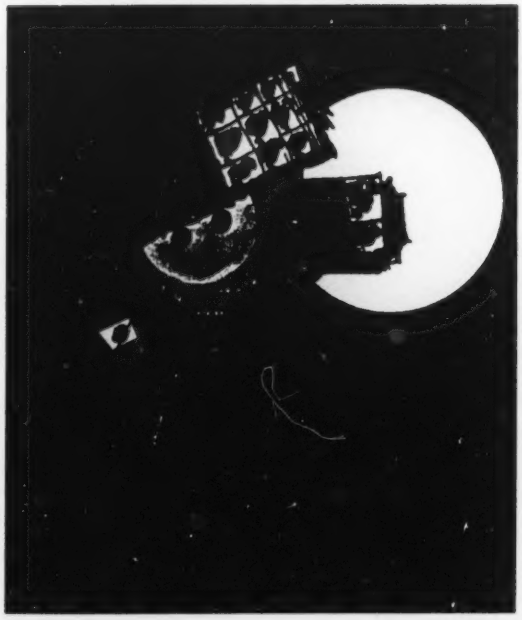
Only University families are served, and parent affiliation must be verified each quarter in order for their children to remain enrolled (summer is a grace period). There are still as many as 300 families on the waiting list, although many more now make alternate arrangements with the assistance of an individualized resource and referral service. This service is available free of charge, or for a nominal fee for families earning over $50,000. The data collected from the R&R is vital to program planning as well as defense of the current program profile.

UMCCC is licensed to serve 144 children between the ages of 3 months and 5 years. Numbers served: 18 infants (ages 3-16 months), with maximum group size of 9 and a 1:3 ratio; 54 toddlers (ages 17-35 months), with maximum group size of 12 for younger toddlers and a 1:4 ratio, and maximum group size of 15 for older toddlers with a 1:5 ratio; and 68 preschoolers (ages 3-5 years), with maximum group size of 16 for younger preschoolers and a 1:8 ratio, and maximum group size of 18 for older preschoolers with a ratio of 1:9. There are usually more staff during lunch and naptime, including student interns and other volunteers.

One of the small classrooms is now reserved for special events and activities. It houses a library collection established in memory of a parent who was murdered as a result of domestic violence. It also provides space for research activities, special needs teaching, winter-time rotation of curricula, special musical events, Lego building, parent meetings, and Week of the Young Child events.

Budget:

The facility is owned and managed by the University, which contributes all utilities, custodial and maintenance services. A direct support allocation from the College of Education and Human Development funds about 19% of the operating budget each year, including the Resource and Referral service. 75% of the revenue comes from parent user fees. Other sources of revenue include: 2% Government assistance to qualifying families, 1.5% USDA-CACFP, .5 % annual fundraising by the Parent Advisory Board, and a 2% annual carry forward. Parent fees are based on a sliding scale determined by family income level in relation to the State's Medium Income (SMI) and are categorized as "high" - over 125% of SMI; "middle" - between 75% and 125% of SMI; "reduced" - under 75% of SMI; and "scholarship" - below 40% of SMI. Fees vary by age group: the 1999-2000 Weekly Parent Fee Rates for Infants range from $125 - 225; for Toddlers from $115 - 210; and for Preschoolers from $100 - 175.



UMCCC's logo: The Annie

Staff:

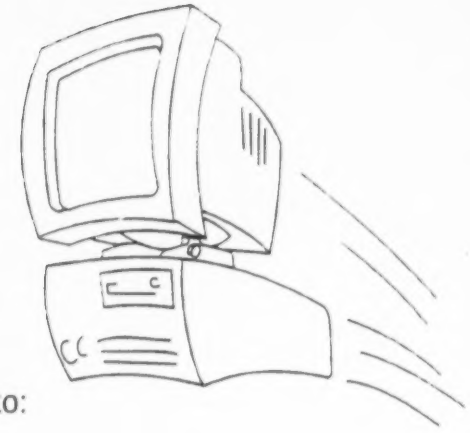
Salaries and fringe benefit costs for the 43.5 FTE staff comprise 89% of the annual operating budget. The salary levels meet the Pay Equity standards established by the University in response to a state mandated Comparable Worth law that was enacted in the mid 1980's. There are a number of job classifications represented at UMCCC including Civil Service employees (who are exempt from Fair Labor Laws), AFSCME Technical and Clerical unions, the Teamster's union, undergraduate and graduate students. None of the staff are faculty at the University. Head Teachers are required to have a BA or BS degree with a minimum of 18 credits in early childhood education, plus hold a Minnesota Pre-Kindergarten Teacher certification. The University also has a traditional Laboratory Nursery School on campus.

Two of the five Head Teachers have been at UMCCC for 22 years, one for 18 years, one for 12 years and one for two years. Eight Teachers have been employed seven or more years, as has the Education Coordinator, while the Director and Office Supervisor have been with the center for over 17 years. Staff turnover (which has been occurring more frequently in the past two years, due primarily to maternity leaves and resignations) is usually managed by moving another qualified employee into the vacant position. All of our Assistant Teachers, for example, meet the state licensing qualifications for Teachers, and many of our student workers meet the qualifications for Assistant Teacher. Staff turnover, therefore, does not normally result in too much change for the children.

Staff Development:

Minnesota day care licensing requires that a minimum of 2% of an employee's annual work hours to be spent in specific types of in-service training: first aid (every three years), CPR (every two years), OSHA (every year), and approved cultural dynamics training (six hours per year). In addition, a certain number of hours of age-specific and non-center associated training are required each year. To provide time for these training requirements, for classroom reorganization, and quarterly curriculum planning, UMCCC closes for six days each year. Five of the days are planned when classes are not in session; the sixth day occurs on a Friday in October for the Minnesota AEYC conference. Seasoned UMCCC staff members make presentations on a variety of topics, while newer staff members attend sessions. All costs related to in-service training are completely covered by the center's budget, including time, registration fees, meals, transportation, and other related costs. UMCCC employees also benefit from University fringe benefits that offer tuition-free college courses, as long as the time does not interfere with an employee's work

NCCCC on the Internet



Visit our web site at:
http://ericps.crc.uiuc.edu/n4c/n4chome.html

We hope you will subscribe to our discussion group, CAMPUSCARE-L, and actively initiate and monitor conversations with other early childhood campus child care professionals on a regular basis.

To subscribe to CAMPUSCARE-L, send an e-mail message to: listserv@postoffice.cso.uiuc.edu

Leave the subject line of the message blank. In the body of the message, type: subscribe CAMPUSCARE-L Your-first-name Your-last-name in the first line of the message area and send the message. Do not add your signature. You will be notified that you have been added to the list and will be provided with additional information at that time. Once you have subscribed to the discussion group, send messages that you want all list members to read to: CAMPUSCARE-L@postoffice.cso.uiuc.edu.

schedule. Several UMCCC staff take advantage of this important benefit, which supplements their staff development requirements.

Program:

UMCCC has been accredited by the National Academy of Early Childhood Programs since 1987. The teaching teams practice an "educare" model that integrates the best in nurturing practices with the best in developmentally appropriate early childhood education. RESPECT is the fundamental ethos of UMCCC: as the theme during facility design (respect for childhood, children and the adults who care for them), and incorporated into center policies, practices and goals. Because it serves a large, urban, Land-grant University (39,000 students) UMCCC is experiencing an increase in diversity among the families it serves. Since the teaching staff does not adequately reflect this diversity, it is even more important that we listen to, involve and celebrate our families as much as possible.

Director's final note:

The metropolitan areas of Minneapolis and St.Paul are currently experiencing a crisis in child care employment. Many local directors are anxious and frustrated that even expensive advertising and increased salaries are not producing qualified candidates for teaching positions. The State Department of Human Services is setting a dangerous precedent as a result of this staff shortage, by approving variances for child care programs to operate temporarily without having to comply with the licensing requirements for teacher qualification.

Charting our Course for the 21st Century

Conference Registration Fees:

Member rate:
$275 early bird (before March15)
$305 (after March 15)

Non-Member Rate:
$325 early bird (before March 15)
$355 (after March 15)

Teacher Day
(Saturday, April 15)
$100 - includes breakfast, lunch and keynote

Workshop Presenter rate
(max. 2 per session):
$195 - full conference
$65 - single day only

Conference Hotel:
The Regal Knickerbocker Hotel
163 East Walton Place
Chicago, Illinois

Room rates:
Single or double room - $147 plus tax
$20 extra person charge
$20 charge for a rollaway cot

New, Reduced Conference Presenter Registration Fees in 2000!

At the 1999 Annual Meeting in San Francisco, the NCCCC Board of Directors decided to create special conference rates for workshop presenters beginning with the 2000 Conference in Chicago. Many professional organizations expect presenters to pay the full registration fee, although some very large organizations (such as NAEYC) do not. In order to balance the financial needs of our growing organization, and in recognition of the economic realities faced by many of our members, NCCCC will be offering the following registration options to a maximum of two presenters per session:

Option 1 —

Full conference registration - $195

This rate will apply to presenters who plan to attend the full conference and attend receptions, workshops, keynote addresses, meals, etc.

Option 2 —

Daily conference registration - $65

This rate will apply to presenters whose schedule does not allow them to attend the entire conference, and who plan to attend conference sessions on the day of their presentation only.

The presenter fees are calculated to cover the cost of food that is provided as part of the conference program. These special rates will be available for a maximum of two presenters per session, with additional presenters required to pay the regular conference rates for members and non-members.

Proposals for Conference Presentations are Due

Proposals for presentations to be made at the NCCCC Conference 2000 - "Charting our Course for the 21st Century" are due June 30, 1999. The proposals should be based on research, theory and experience that is applicable to campus children's programs. In addition to the usual list of topics, the conference will feature a special "focus on teachers" day (Saturday, April 15) with workshops and a keynote of special interest to classroom teachers.

The needs of campus children's centers are so unique, and we have so much to share. Please call or write to request a proposal form:

Vita Bates, Director
Children's Learning Center
Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, IL 64065
Phone: (708) 974-5729
E-mail: bates@moraine.cc.il.us

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Nominees for Member at Large

The following NCCCC members were interviewed in San Francisco, and are the slate of nominees for the December 1999 election. In the next issue we'll feature statements from each nominee, expressing why they are interested in serving on the Board of Directors.

Denise Buthion, Oklahoma State University, Oklahoma City, OK

Brigid Cortright, Catholic University of America, Washington, DC

Gayle Dougherty, Colorado College, Colorado Springs, CO

Susan Gerrity, Aquinas College, Grand Rapids, MI

Barbara Mezzio, Mesa Community College, Mesa, AZ

Marion Newton, State University of New York System Administration, Albany, NY

Earline Powell, St. Louis Community College, Kirkwood, MO

NCCCC Board Committees

Members are actively encouraged to join Board members in participating in one or more of the following committees. The February 1999 issue of Campus Child Care News included a description of the work of each committee and listed the contact information for each of the chairs. You may contact any board member for more information.

Conferences
- Gail Solit, Board Conference Coordinator
- Vita Bates, Conference 2000 Chair
- Todd Boressoff, Conference 2001 Chair

Newsletter
- Marion Newton, Editor & Chair

Membership
- Lucille Oddo, Chair
- Fran Roth
- Bernice Garner, Board Member in Charge of Affiliates

Policies and Procedures Review/Update
- Marion Newton, Chair

Nominations
- Nancy Sayre, Chair

Budget
- Sherry Cleary, Chair
- Jill Uhlenberg
- Marion Newton
- Debra Carlson

Clearinghouse/Research
- Sandi Schwarm, Chair
- Jill Uhlenberg

Public Policy
- Todd Boressoff, Chair
- Gail Solit
- Lucille Oddo
- Nancy Sayre

Ad hoc committee examining siting of conference
- Sandi Schwarm
- Gail Solit
- Sherry Cleary
- Marion Newton
- Lucille Oddo

Ad Hoc Committee—Comprehensive National Campus Child Care Survey
- Jill Uhlenberg
- Nancy Sayre
- Bernice Garner
- Pam Kisor

Ad hoc committee—"Think Tank" Brainstorming
- Jill Uhlenberg
- Nancy Sayre
- Sandi Schwarm
- Marion Newton
- Sherry Cleary

Central Office Staff
- Kari Gilles, NCCCC Association Manager
- Judi Burnison, Development Officer

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St. Cloud, MN 56301

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Sherry Cleary
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Pittsburgh, PA 15213

Bernice Garner
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Marion Newton
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Lucille Oddo
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Stony Brook, NY 11794-4000

Frances Roth
San Jose State University
San Jose, CA 95112

Nancy Sayre
Clarion University
Boyers, PA 16020

Gail Solit
Gallaudet University
Washington, DC 20002

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Continuing Crisis

continued from page 1

centers, which pay the highest wages, experienced a 4% decrease in revenue from public subsidies.

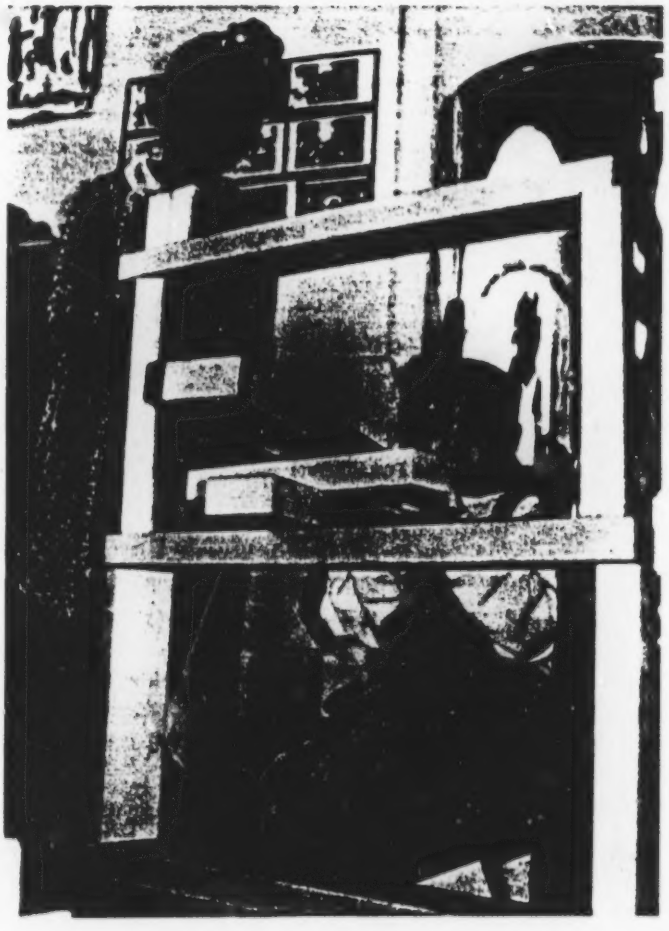
The fact that the U.S. economy is pretty healthy also works against child care employment. Many other types of jobs pay more and teacher shortages in many elementary school districts draw the most experienced workers from the field. Welfare reform increases the demand for child care programs, as mothers of young children are required to enter the work force, while the push to have former welfare recipients work as child care providers (without adequate education and/or training) further lowers the standards.

Institutional Barriers

A major barrier to improving worker salaries is that the child care system relies primarily on parent fees for funding. Parents' ability to pay artificially constrains the ability to provide a living wage in child care centers and family child care homes. A low minimum wage (coupled with a female-dominated work force that historically earns less, based on gender), the lack of a national health insurance program, and the absence of consistent national program standards also contribute to the problem. Another limitation, unique to this workforce, is the absence of labor unions or other professional organizations that represent workers needs. The voices of classroom-level employees are not evident in advocacy arenas, which tend to be dominated by program administrators. Exceptions include the Worthy Wage Campaign (which functions at the local community level), research and advocacy by the Center for the Child Care Workforce (which functions with limited resources), and union-organizing drives in the cities of Seattle, WA and Philadelphia, PA (although nascent, they are attempting to create an industry-wide contract and employer association).

Model Programs

Ms. Whitebook concluded her talk with a brief overview of the following creative new programs that improve child care jobs without relying solely on parent fees:



Teacher Education and Compensation Help (TEACH) - an educational scholarship and compensation initiative that began in North Carolina and is now duplicated in six other states. Funded with state, corporate and foundation support, it has led to better pay and reduced turnover for center teaching staff and home providers.

U.S. Army Child Development Services Caregiver Plan - a system-wide program that links training to increased compensation and has resulted in dramatic reductions in staff turnover. The Army pays the difference between the cost of care and parent fees, which are based on a percentage of family income.

Head Start Expansion and Quality Improvement Act of 1990 (reauthorized in 1994 and again in 1998) - devotes significant amounts of new funds to the improvement of services, including increases in staff compensation. Each program develops its own salary schedule which rewards training, tenure, a combination of both, or other valued staff characteristics.

Mentoring programs are another promising model, providing professional development for more experienced teachers and creating a new step on the child care career ladder:

California Early Childhood Mentor Program - operates at 68 community college sites state-wide and provides a stipend (on a per-student basis) for teachers who complete a mentor-training course and then use their classrooms to train student teachers, helping them make the link between theory and experience with on-the-job high-quality practice.

Minnesota Child Care Apprentice/ Mentor Program - apprentices (low-income women) work one-on-one with mentors (qualified center-based and family child care providers) to complete the col-

lege credits required to meet the state licensing requirements to be a head teacher (with 90% tuition reimbursement). Participating centers are required to raise the apprentice's salaries, and family child care programs are encouraged to raise their rates.

Milwaukee Early Childhood Mentor Program - matches qualified caregivers in centers and family child care homes with proteges for one-on-one work that is structured and enhanced via mutual enrollment in a specially designed three-credit course. This program is funded by the Wisconsin Department of Workforce Development, serves a five county area, and gives priority to welfare recipients in work experience or community service programs. Once the program is complete, directors are required to raise the protégés' salaries, and family child care programs are encouraged to raise their rates.

Wisconsin Quality Improvement Grants Program - provides funding for programs who seek to improve quality by undergoing accreditation, promoting teacher training, and increasing compensation. Once programs meet a certain level of quality, they are eligible to reapply indefinitely for grants to augment salaries.

Compensation and Recognition Enhances Stability (CARES) -legislation that was introduced in California (and will be reintroduced in 1999). If successful, it will target two areas: 1) monetary rewards for family child care providers and center-based staff who meet certain education and training qualifications and who commit to continuing at least 21 hours per year of on-going professional development; and 2) providing differential reimbursement rates and Quality Improvement Rewards to help child care programs achieve accreditation, improve staff retention, and meet state-recommended compensation guidelines.

In Conclusion

There is a basic structural failure in the system that the principles of a market-driven economy (supply and demand) do not correct. Relying solely on what parents can pay for these labor-intensive services ensures high consumer costs and poverty-level earnings for a workforce that is 98% female and one-third women of color. As Ms. Whitebook concluded, part of being a leader is showing others that advocacy is the way to change the status quo. And change it must, if we are to make much-needed progress on behalf of quality early childhood programs for young children. We cannot find ourselves in this same untenable position in another 30 years!

For more information:

"Child Care Workers: High Demand, Low Wages"; Whitebook, Marcy; Annals of the American Association of Political and Social Science, May 1999

Worthy Work, Unlivable Wages: The National Child Care Staffing Study"; Whitebook, Marcy, Carollee Howes and Deborah Phillips, 1998

Key Decision-Makers for CAMPUS Program Funds

Committee on Appropriations
Subcommittee on Labor, Health and Human Services
106th Congress
Majority: 9/ Minority: 6
John Edward Porter, Republican, IL - Chairman

Republicans

C.W. Bill Young, Florida
Henry Bonilla, Texas
Ernest J. Istook, Jr., Oklahoma
Dan Miller, Florida
Jay Dickey, Arkansas
Roger F. Wicker, Mississippi
Anne Northrup, Kentucky
Randy "Duke" Cunningham, California

Democrats

David R. Obey, Wisconsin
Steny H. Hoyer, Maryland
Nancy Pelosi, California
Nita M. Lowey, New York
Rosa DeLauro, Connecticut
Jesse L. Jackson, Jr., Illinois

(See article on page 10)

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Funding Proposals are In!

by Todd Boressoff, Public Policy Chair

As most of you know, May 6, 1999 was D-Day (as in deadline) for the submission of proposals for the Child Care Access Means Parents in School Program. I recently spoke with Jonathan Manton of the Department of Education, and have the following to report regarding the status of those proposals.

A total of 220 were submitted; fewer than anticipated, I believe, for several reasons. First, the quick turnaround time caught some campuses off guard - especially when both spring vacation and the NCCCC conference occurred during the grant-writing period. Second, on many campuses, center directors were expected to write the grants and many had no prior experience with federal grant proposals. As a result, quite a few began the grant process, but were unable to complete it in time. And third, since this was the first round of applications, everyone was a new applicant and there were no examples from previous years to share.

The first stage in processing the proposals is a "pre-screening" to assign points for the competitive priority portion of the grant. At the same time, readers are being selected and prepared for the task ahead. The readers are scheduled to begin work on June 6th and to finish before June 14th. Beginning June 14th, and for the following two to three weeks, the Department of Education will be communicating in more detail with campus programs whose proposals earned the highest ranks. Notification of awards is planned for early July.

The other news to report regarding the CAMPUS Program, is that Cindy Brown is no longer the contact person in the Office of Higher Education Programs. Karen Johnson, a long-time Department of Education employee with lots of experience reviewing federal funding proposals, replaces Cindy and her contact information is listed below.

Karen Johnson
United States Department of Education
Office of Higher Education Programs
1280 Maryland Avenue SW, Room 600
Washington, DC 20202
Phone: (202) 260-8255
Fax: (202) 708-9271
E-mail: Karen_Johnson@ed.gov

Finally, although it is an extraordinary accomplishment to have secured this amount of funding in the first year of a brand new federal program, we need the full $60 million appropriation if all eligible colleges and universities are to receive support. Remember to keep writing to, calling and faxing your legislators and, if you can, members of the Committee on Appropriations (see page 9). E-mail me if you need support materials. BE SURE TO INVITE THEM TO VISIT YOUR PROGRAM. There is nothing more persuasive than having a legislator see the full value and richness of a campus-based child care program in action. Let them talk with the parents and spend time with the children. Show them the research on graduation rates and the long-term benefits for children and the economy. And remember, if we don't receive an increased appropriation for next year, only those who are selected in this round will be funded.

All the best, and keep up the good work!

SAMPLE LETTER

Dear

This is to ask your support for $60 million in appropriations for the Child Care Access Means Parents in School Program (CAMPUS) of the Higher Education Act.

As you know, the program supports low-income parents' access to post-secondary education by providing quality campus-based child care services. It authorizes the Secretary of Education to award grants to institutions of higher education to help them provide this care.

Last year the members of the House and Senate clearly understood that Campus-based child care is a Win-Win-Win proposition. 1) It helps student parents stay in college, graduate and find jobs they keep. 2) It helps children develop, learn and succeed. And, 3) the success of parents and children leads to powerful economic benefits for all of society. They knew that campus child care serves only a small percentage of the need and that, though Welfare reform rightly emphasizes work, low-income student parents find it increasingly difficult to obtain child care support. Campus programs are often their only option.

But while there are thousands of eligible colleges and universities, and tens of thousands of student and children eager to learn, the present $5 million appropriation will provide funding for only 50 or 60 campuses, according to Department of Education estimates. More than 1,500 institutions requested copies of the grant application.

Clearly, more is needed. Please show your support for student parents and their children.

APPROPRIATE $60 MILLION FOR THE CHILD CARE ACCESS MEANS PARENTS IN SCHOOL PROGRAM.

Child care on campus makes a difference to me because:

Signed _____

Address _____

NCCCC Public Policy Committée Questionnaire

An important part of what NCCCC does for its members is to advocate on behalf of issues impacting on campus-based children's programs. This is the responsibility of the Public Policy Committee. To assist us in providing the most effective advocacy for campus programs, we are requesting your help in filling out this questionnaire.

Please rank the following issues:

3 = strongly agree
2 = moderately agree
1 = disagree.

Which of the following issues would you like to see NCCCC advocate for?

_____ National child care funding
_____ Child care regulations
_____ Child care quality issues
_____ Salaries
_____ How to advocate for your program on campus

List and rank below other issues would you like to see us advocate on behalf of?

_____ Other. Describe _____

_____ Other. Describe _____

_____ Other. Describe _____

Which of the following public policy services would you like to see NCCCC provide:

_____ Background research on the effectiveness of campus based child care
_____ Tools to assist us in advocating on behalf of the issues listed above
_____ Sample letters
_____ Descriptions of the key issue
_____ Phone numbers
_____ Assistance in facilitating campus visits by legislators
_____ Forwarding of advocacy information from other organizations

List and rank below other public policy services would you like to see NCCCC provide:

_____ Other. Describe _____

_____ Other. Describe _____

_____ Other. Describe _____

NCCCC enthusiastically welcomes the participation of its members on committees. If you would like to become a member of the Public Policy Committee, please contact: Todd Boressoff, NCCCC Public Policy Chair, BMCC Early Childhood Center, 199 Chambers Street, New York, NY 10007. (212)346-8260. Tboressoff@aol.com

Campus Child Care NEWS

National Coalition for Campus Children's Centers
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Charting Our Course for the 21st Century

APRIL 13-15, 2000

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Campus Child Care

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NATIONAL COALITION FOR CAMPUS CHILDREN'S CENTERS

The "Ten Commandments of Quality"; a Primer for Campus Administrators

By Jane Thomas, NCCCC Emerita

In July 1999 I was the keynote speaker at the summer institute of the National Association of College Auxiliary Services (NACAS) at Colorado State University in Fort Collins, CO. The institute's theme was: "Alternative Models to Providing Quality Campus Child Care" and my keynote was entitled "Quality Comes in Different Shapes and Sizes." Jo Copeland, NCCCC Past President, and I also participated in a panel discussion that explored different models of providing high quality campus child care.

The majority of participants were campus administrators (vice presidents of finance or business and presidential assistants) and program directors or deans (of facilities, recreation, contracts, housing, student development, adult learning programs, development, marketing, etc.) with only a sprinkling of early childhood faculty members and campus children's center directors. Except for the early childhood faculty and center directors, most were unfamiliar with what constitutes high quality child care programming. I was charged with motivating them to operate high quality centers, and helping them to understand their role in such an undertaking.

The principles that I put forth I call my "ten commandments of quality", and they form the basis of this article. They will not be new to you, as early childhood professionals. The hope is that they will be of assistance to administrators and others you work with on campus, and will help to ensure that children's centers associated with college campuses are of the highest quality.

Ten Commandments of Quality

1. The education and experience of your director or coordinator matters. Whether you hire the individual directly, or contract with an outside provider, the education of those who operate your center should be specific to early childhood education and/or child development. The field of early childhood education is developing so fast that it is critical to have a specialized education in order to provide a developmentally appropriate program. Sociology, educational psychology, or elementary education are related, but are not focused on the care and education of children from birth through age 9. It is also important for directors to have experience and/or education in business and personnel management, both of which are critical to the operation of a successful, high quality program.

2. True professionals are professionally connected and involved. When you select

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President's Column

By Debra Carlson, NCCCC President

"Sometimes we get so overwhelmed by the problems of today that we forget the promise of tomorrow."
Hubert H. Humphrey

I hung a newspaper photo on our parent bulletin board the week of August 9th. The uniformed LAPD officers in the photo walking with toddlers and preschoolers could have been a photo of a 'community helpers' center theme and visit. The reality however was the scene of yet another act of hatred-the shooting of caregivers and children at the North Valley Jewish Community Center in Los Angeles. We now know this shooting was carried out by a hateful person believing some people are superior and others deserving of annihilation.

As I challenged our center's community members, so I challenge us all. In campus child care programs we are in a unique position to teach children about tolerance and acceptance. We must do this daily. We MUST actively respond to discriminatory behavior when we encounter it in our programs. In order to create early care and education programs where every child and staff member is valued, we must help children learn to embrace and appreciate "otherness".

When you try to interrupt discriminatory behavior in your programs, begin by NOT ignoring it, advises Stacey York in her 1998 book Big As Life. Don't let an incident pass without remark. To do so gives the message that you are in agreement with such behavior or attitudes, says Patricia DeRosa, in Cultural Links: A Multicultural Resource Guide.

By enhancing young children's emotional and social intelligence, we are truly focusing on 'the promise of tomorrow', and all that young children bring to that promise. As teachers in a

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Election News

This is the time of year when we introduce the candidates for the Governing Board of NCCCC. Each candidate has written briefly about why she wants to serve on the board. As you read the following statements, think about the type of board representation that you want - and then be sure to vote when the ballots are mailed to you in December!

Denise Buthion, Child Development Center, Oklahoma State University, OK

I have been a member of the NCCCC since I accepted the position at the Oklahoma City Campus Child Development Center in 1993. I enjoy and support the organization's mission because it strives to bring our profession to the cutting edge of what's happening in our field. The advocacy work we are undertaking is one of the most efficient and powerful tools we have. The energy that comes from this group of professionals is positive and encouraging, as we seek to find new ways of learning, understanding, networking, collaborating, and balancing our lives. No other group exemplifies the true principles of early childhood practices like the National Coalition for Campus Children's Centers. If I am elected, I will bring my experience and knowledge to this group of leaders and enhance this organization's continued success. It would be an honor and a privilege to serve on the board!

J. Bridgid Cortright, Children's Education Center, Catholic University of America, D.C.

I am nominating myself to run for the position of board member of NCCCC. I have been the director of the Children's Education Center at The Catholic University of America, for eight years, but my background includes a degree in American Government from Harvard-Radcliffe University and a Master of Higher Education Administration from The Catholic University of America.

I offer as qualifications and assets 25 years in higher education, including positions administering both daycare and student employment (an integral part of any daycare operation in any college or university), and valuable experience helping to organize and run the highly successful 1997 NCCCC conference in Washington, D.C., where our center was one of three showcased. Have experience, will travel!

Gayle L. Dougherty, Children's Center, Colorado College, CO

I am pleased to be nominated as a candidate for the NCCCC Board. During the past eight years as director of a campus children's center, NCCCC has been an invaluable part of my experience. The organization has provided me with tremendous support, advocacy opportunities, valuable resources and a wonderful network of colleagues. I particularly look forward to assisting other directors as they learn about the various intricacies of campus child care. I strongly believe that campus centers must be positive models for excellence and leaders in our communities and in the field of early childhood education.

My experience as the director of an accredited campus program, validator for NAEYC, and involvement in many local early childhood initiatives and programs, provide a strong background that will allow me to contribute to the organization that has been invaluable to my professional growth. Quality early education is such an important factor in the lives of the many children and families who rely on campus services. I believe our organization must constantly strive to meet those needs and to do so in a manner that enriches the profession as a whole.

San Francisco Conference Was a Success

by Fran Roth, Conference Chair

NCCCC's annual conference that was held in San Francisco, April 28 to May 1, 1999, was a great success! Attendance hit a new high of 323 participants and the ambiance of the Radisson Miyako was so peaceful, one could almost imagine being in Japan. The lovely gardens, the deep tubs, and the accommodating staff all contributed to making it a wonderful experience.

The workshops were professional and relevant to campus centers. Most popular were those addressing administrative issues such as staff development and conflict resolution, and the presentations on environment design. The member forum that was held after Saturday's breakfast was a well-received replacement for the plenary session, and will be incorporated into future conferences. It is an excellent way for the general membership to have their voices heard. Board members listened, and made notes of, members' concerns and ideas, and will incorporate them into long-range planning for the Coalition.

There was a lively meeting of affiliate group members, convened by Bernice Garner, who is the Board liaison to these groups. The discussion explored ways in which these local groups contribute to the NCCCC's mission, ways in which NCCCC can support the groups, and what they should be called. Notes of the proceedings will also guide the Board's actions on behalf of these energetic, local organizations that provide an effective way for members to network with others close to home. There will be time and place set aside for other such meetings and events at future conferences, and the groups are most likely to be called Chapters.

Planning for Conference 2000 is well under way and will build on suggestions from evaluations of the San Francisco conference. See you all in Chicago!

Susan Gerrity, Child Development Center, Aquinas College, MI

I am pleased to have been nominated for the NCCCC board. This organization has been very helpful to me as the Director of the Aquinas College Child Development Center. This was a new position for me, and the workshops that I attended at the conference in Minneapolis in 1990 increased my understanding of the responsibilities and challenges of being a Director. The support I have received from the people I've met at NCCCC Conferences and at State Affiliate meetings, and the NCCCC publications have helped me to meet those challenges. I hope that by being a Board Member I can give something back to the organization and act as a support for both new and seasoned Directors.

As one of the original members of the Michigan CCCC, I served as the membership chairperson in our early development. We continue to meet as a state group as well as in regions, while we support each other in our own growth and development as Directors and advocates for quality childcare on our campuses.

Barbara Mezzio, Children's Center, Mesa Community College, AZ

NCCCC has provided me with support, direction and growth since I attended my first conference over ten years ago. I would like the opportunity to give back to the coalition and its members by serving on the board. Children's centers play an important role on college campuses and, although their purposes vary from service-oriented to education and training programs for new professionals, they all have in common the role of providing models for the larger community. As colleges and universities rapidly change the way they educate and serve students, it is essential that we continue to work together to ensure campus children's programs are of the highest quality.

My leadership experiences on a college campus and in the early childhood community will benefit the governance of NCCCC. I have been actively involved in and committed to NCCCC, including almost 10 years of active membership, regular conference attendance, and co-chairing the 1995 conference in Phoenix. In 1996 I was honored to be selected the first NCCCC Director of the Year. My association with NCCCC has been one of the best parts about directing a campus child care center and it would be a great honor to serve on the Board.

Marion F. Newton, System Administration, State University of New York, NY

I am pleased to run for another term on the NCCCC Board to continue my involvement with the exciting and challenging evolution of this organization. I bring a unique perspective, as the coordinator of a network of 52 campus children's centers located on the 64 campuses of the State University. My experience in early childhood classrooms, and as a campus children's center director, enables me to provide technical assistance & support to a large group of directors, who are often very isolated on their campuses. In many respects, this is the kind of role that NCCCC plays with its members, and it's a role that I really enjoy.

I have also really enjoyed my role as editor of the newsletter, as it gives me a unique ability to connect with members throughout the country. These are exciting times for campus child care, and for early childhood education in general. I look forward to continuing to work with this dynamic and committed group of professionals to help bring NCCCC into the 21st century as a vibrant and vital professional organization.

Earline Powell, Meramec Campus Child Care Center, St. Louis Community College, MO

I am honored to be a nominee for the NCCCC board. It would be a rewarding experience to be a part of a group that represents the highest quality child care programs in the nation. I believe that much of the success of programs run by our members can be attributed to the research, training, advocacy and support provided by NCCCC. I have been a member for four years, and I credit the organization with providing me helpful information about campus survival techniques and understanding campus politics.

I would like to assist the board in moving toward a higher level of involvement with diversity and inclusion in its membership and program activities. I would also like to encourage the organization to play a major role in increasing male involvement in the field. I am also interested in expanding advocacy activities to include more parents; they could be included in our visits to capital hill, and we could provide a platform for them to speak out.

I welcome the opportunity to serve on the NCCCC board, and know that my ideas, hard work, and dedication to high quality care for children and families will be an asset to the organization.

NCCCC on the Internet

Visit our web site at:
http://ericps.crc.uiuc.edu/n4c/n4chome.html

We hope you will subscribe to our discussion group, CAMPUSCARE-L, and actively initiate and monitor conversations with other early childhood campus child care professionals on a regular basis.

To subscribe to CAMPUSCARE-L, send an e-mail message to:
listserv@postoffice.cso.uiuc.edu

Leave the subject line of the message blank. In the body of the message, type: subscribe CAMPUSCARE-L Your-first-name Your-last-name in the first line of the message area and send the message. Do not add your signature. You will be notified that you have been added to the list and will be provided with additional information at that time. Once you have subscribed to the discussion group, send messages that you want all list members to read to: CAMPUSCARE-L@postoffice.cso.uiuc.edu.

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The "Ten Commandments of Quality"; a Primer for Campus Administrators

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someone to operate your center, ask what professional organizations they are actively involved in. NCCCC might be a stretch unless they are working on another campus, but the National Association for the Education of Young Children (NAEYC) is a must. Ask if their membership is active, if they attend conferences and make presentations. If your candidate doesn't know about the organization, doesn't think it's important, or says, "I don't now but I will if I get this job," think carefully. NAEYC is the largest (with over 100,000 members) and most highly respected early childhood professional organization, and anyone in this field should be a member. NAEYC has local and state affiliates in most parts of the country, so most members have the opportunity for involvement on a local level.

3. Knowledge of and commitment to center accreditation is a must. State licensing of child care facilities is required in most states, but these regulations only ensure compliance with minimum levels of health, safety and staffing standards. Center accreditation is voluntary, and connotes quality. One of the best known accrediting bodies is the National Academy of Early Childhood Programs, which is a division of NAEYC. It addresses quality with well-researched, nationally accepted criteria. I would not put my center into the hands of anyone who is not committed to accreditation. Be skeptical of candidates who are completely unaware of, or unfamiliar with, this indicator of quality.

4. The old adage "you get what you pay for" applies to campus child care. Your center is an investment for your institution: the more resources it invests, the better program you will have. I recently heard Senator Edward Kennedy mention the children's centers on U.S. military bases. These programs are now among the most consistently high in quality because the military is providing significant amounts of money to help with the costs of operating them. Dr. Lilian Katz, a past president of NAEYC and an internationally respected early childhood professional, says that there are two main indicators of high quality: 1) good teacher salaries, and 2) low turnover of teachers. The child care industry historically has been built on the backs of underpaid teachers. It is a well-researched fact that, in the United States, the zoo employees who sweep out animal cages are better paid than those who care for human infants during the most sensitive months and years of their development. Look at what your institution pays at all levels: faculty, administrative assistants, secretaries, and maintenance workers. If you want child care center employees with associate, bachelor or masters degrees, and significant levels of experience, it will be necessary to provide salaries and benefit packages that are comparable with those of other professionals on campus.

5. "Adjunct (part-timers) disease" is sweeping our colleges and universities as a money saver. It doesn't work in a children's center. Children require consistent, loving attention from the adults who care for them. Your center needs a core of dedicated full-time employees. Good, well-qualified teachers will often work for you part-time to get your institution's name on their resume, or until something better is offered to them. Teachers who are not good, will often work part-time for you as a last resort. Don't get me wrong, all campus children's centers employ part-timers, including work-study students and student interns, who are a wonderful and vital part of the staff. An experienced, qualified and stable full time staff is, however, critical to the operation of a high quality children's center.

6. Multi-source funding is the key to adequately supporting your center. You can't operate a quality center on parent fees alone. In order to do so, you have to set your fees so high that you eliminate student parents, and lower income college employees. To implement a sliding fee scale, you need to research a variety of funding sources. Some may exist within your institution, from the administrative unit that operates your center (e.g. student activities or the academic departments that place students in the center). It is also important to research federal and state funding streams and to approach local foundations and corporations.

7. Explore partnerships both on and off campus. If yours is a small institution, without enough resources or demand for child care, consider pursuing partnerships with other entities. In the Chicago area, a partnership was recently formed between a university and an insurance company. The center will be used as a laboratory school for the early childhood program at the university, and employees of the insurance company will have access to high quality child care for their children. You might also approach your local head start program, hospital, or a local corporation. Be resourceful in your approach.

8. You center should tie into the mission of your institution every way possible. Institutions of higher education generally have a tripartite mission involving education, service and research. Campus children's centers assist in all three aspects of this mission. Students are educated in teacher training programs, the children's center provides student teaching opportunities in early childhood education - and field experiences and observation sites for students in other academic disciplines (e.g. medicine, nursing and dental hygiene, child psychology, sociology, architecture, landscape design, media, etc.) Students and faculty members can use the children's center to conduct research projects. Children's centers also provide a wide range of child care services (full-time, part-time, flex-time, weekend care, before and after school, during school holidays and summer vacation) for the children of employees, students, and the community. Be sure to document the variety of ways in which the children's center helps the college or university meet its mission.

9. Early care and education is not a turf issue. Does your campus have an existing lab school that is part of an academic department? Do you also have, or will you soon start, a second program that is more service oriented? In a 1995 survey that I conducted, 32% of the respondents had more than one program on campus. Fewer than half of those reported a collaborative working relationship. High quality, developmentally appropriate early childhood programs serve to educate and care for young children, regardless of their status. Collaboration is a very fruitful use of limited campus resources.

The "Ten Commandments of Quality"; a Primer for Campus Administrators

10. If your institution decides to out-source, do not give up control of the factors that ensure quality. Stay involved through board representation and collaboration with your early childhood department, if you have one. Design and execute a good contract that is checked carefully by your institution's attorney to ensure that the children's center is of high quality and responsive to the needs of your campus. It should contain an escape clause in case you decide that the provider is not meeting your needs.

I hope that these principles will be of assistance to you, in one way or another. One of the outgrowths of NCCCC's participation in the NACAS summer institute is a new collaborative relationship between these two professional organizations. With support and nurturing, this could mark the beginning of an important new connection between campus children's centers and other groups of campus administrators.

NACAS is having its annual conference November 14-17, 1999 in Dallas, Texas - immediately following the NAEYC conference in New Orleans. I will be making a presentation, with Sherry Cleary from the NCCCC Board, about program models and funding ideas for campus child care. You may want to find out who on your campus will be attending that conference, and encourage them to be at our workshop. Let's cultivate this newly developing relationship.

A preliminary conference program and registration materials can be obtained by writing to: NACAS, P.O. Box 870, Staunton, VA, 24402-0870. Phone: (540) 885-8826; Fax: (540) 885-8355; E-mail: nacas@cfw.com; Web site: www.nacas.org.

Job Posting

Children's Center Director
Department of Housing
University of Colorado, Boulder

The Children's Center is operated by the Department of Housing, has a maximum enrollment of 180 children, and serves university students, faculty and staff. The Children's Center Director is a professional-exempt, full time, twelve-month position that reports to the Associate Director of Residential Education. The Director serves on the central staff leadership team for the Department of Housing, participates on committees within the university, and serves as the liaison to other University departments and programs that are involved with the center. The Director is responsible for: implementing a developmentally appropriate high quality children's program; supervising the day-to day operations of the center; training, supervising and evaluating the teaching staff, student staff, and two Assistant Directors; maintaining center licenses and accreditation; monitoring the administrative and financial functions of the center, and communicating with parents.

Minimum Requirements: Bachelor's degree in Early Childhood Education or related field and two to four years experience as Director or Assistant Director of a child care center of similar size. Experience should include: responsibility for building & front desk operations, enrollment & food program management, budget development, knowledge of the National Association for the Education of Young Children Accreditation process; and experience with IBM computer systems including Excel and Microsoft Word software programs. Candidates must be certified in CPR and First Aid (or be willing to become so) and able to meet State of Colorado qualifications for the Director of a child care center.

Preferred Qualifications: A master's degree and experience directing a campus children's center.

Salary: $44,000-$46,000 annually, commensurate with experience, and a full benefit package.

To apply: Send a current resume, letter of application addressing qualifications, and contact information for four professional references to: Children's Center Search Committee, Attn: Ricki Hernandez. 40 Hallett Hall, Boulder, CO 80310. Review of applications will begin October 11, 1999 and continue until the position is filled.

The University of Colorado at Boulder is committed to diversity and equality in education and employment.

Campus Child Care NEWS

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Views expressed or implied in NCCCC News are those of the authors and are not necessarily those of NCCCC.

Eighty-seven Colleges and Universities Receive Federal Grants

By Todd Boressoff, NCCCC Public Policy Chair

On August 16, 1999 Vice President Gore announced the award of $4.9 million in grants to 87 colleges and universities to help more low-income student-parents attend college by providing them with campus-based child care services. "No parent," he said, "should have to choose between taking care of their children and furthering their education."

The grantees are from 32 states and Puerto Rico, and include 46 public and 3 private four-year institutions, and 36 public and 2 private two-year institutions. Of the 87 awards, 46% (40) were made to colleges and universities who are members of the National Coalition for Campus Children's Centers. This is a very large proportion since only about 13% of the approximately 3,000 colleges and universities in the country were members at the time the applications were due.

Staff at the U.S. Department of Education reported that most of the applications were of very high quality, with the cut-off score for winning grants in the mid-nineties. If more funding had been available, many more campuses would have been awarded grants. The staff was also very pleased with the work of the readers, many of whom were NCCCC members. "I look forward to conducting workshops with the grantees on the full grant process in the very near future," said Karen Johnson, director of the Child Care Program.

"Let me send my deepest and heartiest of congratulations to the grant winners," said Debra Carlson, President of the National Coalition for Campus Children's Centers. "We all know how extraordinarily capable campus child care directors are. It is gratifying, but no surprise, to see how well they scored in this rigorous federal grant process."

Securing funds for the Child Care Access Means Parents in School program was the culmination of years of work by campus child care advocates around the country. None of it would have been possible, however, without the work of the original Senate sponsors Christopher Dodd -CT, Olympia Snowe - ME, and Edward Kennedy - MA and the original House sponsor: Constance Morella - MD. Other sponsors included Senators Mary Landrieu - LA, Tim Johnson - SD, Daniel Inouye - HI, Thomas Daschle - SD, Paul Wellstone - MN, and Patty Murray - WA and House representatives Nancy Johnson - CT, Joseph Kennedy II - MA, Mark Green - WI, David Price - NC, Sheila Jackson-Lee - TX, Lynn Woolsey - CA, Diana DeGette, CO. Many hearty thanks to each and every person who played a part in this victory for campus child care!

The Child Care Access Means Parents in School Program enabled each college or university to apply for up to one percent of the amount of its prior year Pell grant expenditures, provided there were a minimum of $350,000. Grant funds are to be used to start-up, expand or operate campus child care programs and recipients will receive the awarded amount each year for four years.

The 87 winning colleges and universities are listed below, in alphabetical order by state. National Coalition for Campus Children's Centers members are highlighted in italics.

Alabama: Auburn University, $47,860. ***California:*** San Joaquin Delta Community, $74,753; Yosemite/Medesto Junior College, $41,000; *University of California at Los Angeles, $159,486; Hartnell Community College, $19,034; University of California at Santa Cruz, $55,937; Humboldt State University, $53,232;* California Polytechnic State University, $73,040; *Butte-Glenn Community College, $59,535;* West Hills Community College, $20,594; California State University, $118,176; *California State University at Fullerton, $40,965;* Long Beach City College, $97,785. ***Colorado:*** *Aims Community College, $16,880; University of Northern Colorado, $31,400;* Red Rocks Community College, $12,364; ***Florida:*** *University of Florida, $122,670,* Broward Community College, $94,606; *Florida Gulf Coast University, $10,000;* Central Florida Community College, $27,925; *Miami-Dade Community College, $288,146;* University of South Florida, $124,994. ***Hawaii:*** University of Hawaii/Honolulu Community College, $10,242. ***Iowa:*** Des Moines Area College, $36,075. ***Idaho:*** *College of Southern Idaho, $28,821.* ***Illinois:*** Chicago State University, $84,580; Triton College, $20,000; *Southern Illinois University, Eva $110,000;* ***Indiana:*** *University of Southern Indiana, $28,011; Indiana University, $10,000.* ***Kentucky:*** Murray State University, $35,291; University of Louisville, $60,000; *Berea College, $22,656.* ***Louisiana:*** Grambling State University, $82,465; ***Maryland:*** *Montgomery Community College, $58,045.* ***Michigan:*** Grand Rapids Community College, $28,500; Wayne State University, $75,000; Michigan State University, $102,402; Lake Superior State University, $12,633. ***Missouri:*** *University of Missouri at St. Louis, $33,180.* ***Mississippi:*** University of Southern Mississippi, $81,790. ***Montana:*** University of Montana, $10,300; Blackfeet Community College, $10,000; Montana State University B Northern, $17,759. ***North Carolina:*** University of North Carolina, $37,000. ***New Mexico:*** Northern New Mexico Community College, $14,860. ***Nevada:*** *Community College of Southern Nevada, $38,000; University of Nevada at Reno, $23,385.* ***New York:*** *Borough of Manhattan Community College/CUNY, $201,603; Columbia University, $23,000, New York City Technical College/CUNY, $137,000; Monroe Community College, $64,413; University of New York at Binghamton, $56,060; Hudson Valley Community College $36,000; SUNY College at Brockport, $38,000; College of Staten Island/CUNY, $68,741; Brooklyn College/CUNY, $108,725; Hostos Community College/CUNY, $81,708.* ***Ohio:*** Hocking College, $25,625; *College of Mount St. Joseph, $10,000;* Shawnee State University, $29,750; ***Oregon:*** *Linn-Benton Community College, $22,500;* Portland Community College, $46,128; *University of Oregon, $53,460;* ***Pennsylvania:*** Indiana University of Pennsylvania, $73,602; *Pennsylvania College of Technology, $31,200;* Northampton Community College, $16,086. ***Puerto Rico:*** Colegio Universitario del Este, $72,402. ***South Carolina:*** *University of South Carolina, $16,240.* ***South Dakota:*** University of South Dakota, $32,350. ***Tennessee:*** *East Tennessee State University, $61,788,* University of Tennessee, $61,000. ***Texas:***

Austin Community College, $38,417; North Harris Montgomery Community College, $58,000; El Paso Community College, $197,000; Palo Alto College, $47,000; Southwestern Texas Junior College, South Dakota, $35,378; *Texas A & M University, $94,164*; Houston Community College System, $154,440. ***Virginia:*** Northern Virginia Community College, $50,000; Mountain Empire Community College, $28,000; ***Washington:*** Highline Community College, $27,963. ***Wisconsin:*** University of Wisconsin-Stevens Point, $31,130; *University of Wisconsin, $61,800*; University of Wisconsin Oshkosh, $28,350. ***West Virginia:*** Marshall University Research, $59,600. ***Wyoming:*** *University of Wyoming, $10,000.*

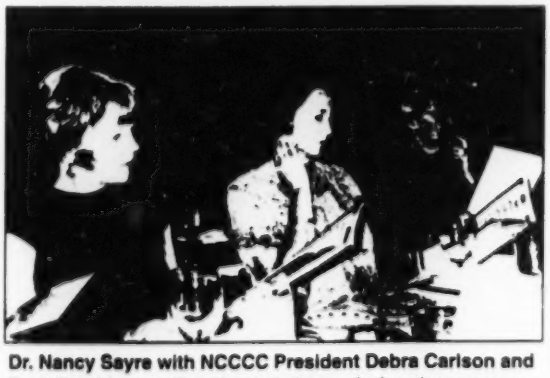
MEMBER KUDOS

Congratulations to **Joan Barrufi**, Director of the Children's Learning Center, and **Sue Maifield**, Coordinator of the Early Childhood Program, at McHenry Community College, in Crystal Lake, IL. They collaborated to create The Discovery Company; a successful summer camp program for children. The Discovery Company Project was the result of a collaborative effort between the Children's Learning Center, Continuing Education and the Early Childhood Education Program. The program achieved the following: it provided 59 kindergarten through third graders from the community with a 2-week summer camp experience, and it provided work for Children's Learning Center teachers when the facility was not open. The children enrolled through Continuing Education and the fees charged paid the teachers salaries, supplies were purchased and the surplus was split 50-50: $1,000 for Continuing Education and $1,000 for the Children's Learning Center.

Shelley Levin of Oakton Community College in Des Plaines, IL is chair of the National Intergenerational Caucus of Early Childhood Professionals. She was recently invited to represent the United States at an international conference in the Netherlands. The conferees are working on making an impact on social change through intergenerational programs. Although unable to make it to the Netherlands, she was able to be part of a panel presentation in Topeka, KS addressing the topic of shared-site intergenerational programs. She will also present the Illinois licensing regulations that she helped to develop.

Dr. Nancy E. Sayre, Board Member, was promoted to full professor at Clarion University, in Clarion, PA. She is a member of Clarion University's Education Department, Chair of the Early Childhood Committee, and Executive Director of the Earl R. Siler Children's Learning Complex.

Jane Thomas, former president of NCCCC retired in May from her position as professor of Early Childhood Education and Coordinator of the Children's Center at William Rainey Harper College in Palatine, IL. She was awarded Professor Emerita status. Jane was the keynote speaker and a panelist at the summer institute of the National Association of College Auxiliary Services, at Colorado State University in Fort Collins in July. The institute focused on campus child care issues (see article on page 1).



Dr. Nancy Sayre with NCCCC President Debra Carlson and Past-President Jo Copeland at dinner during the summer Board meetings in Chicago.

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Boyers, PA 16020

Gail Solit
Gallaudet University
Washington, DC 20002

NCCCC's First Three Directors of the Year Talk about Their Awards

In this issue, as we send out a request for nominations for Director of the Year, we thought it would be interesting for you to read about past recipients' experiences since receiving the award. Perhaps these testimonials will inspire you to nominate one or more of your colleagues by filling out and returning the form on the facing page.

1996 Director of the Year
Barbara Mezzio, Mesa Community College, AZ

As a recipient of the Director of the Year Award from NCCCC, I was showered with special dinners, letters and cards from both the internal campus and external community. I received national recognition from my hometown, and from other members of NCCCC. The campus recognized the award by honoring me at the Early Childhood Luncheon which is hosted by the President of the college every year. There was also a write-up in the campus newspaper, and the president took it to the Maricopa Community College Board meeting for recognition. The award helped the college to view me as an "expert" and professional in the field of Early Childhood Education. Four years later, administrators still refer to the award when acknowledging the Children's Center or introducing me.

Although there was so much formal recognition, the best part of the award for me was the nomination itself and the letters written in support of it. They helped me to realize that many people (parents, staff, peers, and supervisors) truly respect and value the work that we do for children and families. This is something that doesn't seem to come easily for children's center directors on college campuses. The award helps motivate me to continue the work through some of the more difficult times, and I feel very lucky to have been a recipient of the Director of the Year of NCCCC.

1997 Director of the Year
Vita Bates, Moraine Valley Community College, IL

Without a doubt, receiving the NCCCC Director of the Year award was the highlight of my professional career. To have been nominated by my peers was an honor! Those members of the faculty and staff that wrote letters in support of my nomination became closer and more aware of the center. The Children's Learning Center received a lot of recognition, and our program has became a source of pride that the president and administrators would refer to when they announced that the director had received such a prestigious award from a national organization. The college issued press releases and the college president and board of trustees acknowledged my work and the value of quality child care on campus.

1998 Director of the Year
Sara Johnson, San Francisco State University, CA

I was so proud to hang NCCCC's Director of the Year award in my office. Just knowing that my peers found time their busy schedule to nominate me meant so much! When I returned from the conference, award in hand, my co-workers surprised me with a celebration during our retreat, and letters of appreciation came from my campus president and colleagues. It was another unexpected pleasure when so many folks called to congratulate me after reading about my award in Child Care Information Exchange.

Those of you who have been working in this field since the 1970s know what a rare and exhilarating feeling it is to have one's work acknowledged and appreciated. With this recognition, I continued to look for ways to improve the quality of care and care giving on our campus. I'm pleased to report that my efforts helped improve wages for our professional staff and added valuable open forum meetings for parents, teachers and center administrators. On behalf of myself, and future award recipients, thank you NCCCC.

POLICY ALERT!

New Federal Regulations Prohibit the Use of Passenger Vans for the Transportation of Preschool-aged Children

By Gail Solit

Many child care programs across the country use 10 -15 passenger vans to transport preschoolers to and from schools and child care centers, especially those that provide before and after school care. As these vans need to be replaced, child care personnel will not be allowed to buy or lease new ones for this purpose. A new federal law prohibits automobile dealers from selling or leasing 10 - 15 passenger vans to schools or child care centers who use them to transport preschool-aged children. The National Highway Traffic Safety Administration (NHTSA) has determined that it is safer to transport preschool-aged children in school buses.

Though everyone in the field agrees that the most important aspect of transporting young children needs to be safety, there is some confusion and concern about the new NHTSA regulations. There is worry that child care centers will not be able to afford school buses, and may keep their vans longer than is safe. There is concern that child care centers will not be able to find, or afford to hire, appropriately licensed drivers for school buses. These and other concerns may create problems for programs that provide this type of transportation. Ms. Lynn White, the Executive Director of the National Child Care Association, Inc. (NCCA), has taken the lead in working with NHTSA to address these concerns and in trying to create safe, and more affordable, solutions to this issue. For more information, you can contact Ms. White at NCCA, Inc., 1016 Rosser Street, Conyers, GA 30012, or go to NCCA's web site: www.nccanet.org.

The National Highway Traffic Safety Administration has written very specific guidelines for the safe transportation of preschool-age children in school buses, which became available in February 1999. These guidelines include specifications for child safety restraint systems (including proper installation with safety belts) appropriate design of school bus seats, bus evacuation methods and other recommendations. The guidelines can be found on the following web site: www.schoolbusfleet.com and should be very helpful for campus child care centers that use school buses to transport preschool-aged children.

NCCCC Director of the Year Guidelines

Purpose: To promote campus child care through an annual award that acknowledges an outstanding campus child care director, rewarding excellence, providing further benefit to NCCCC members and publicizing the field to institutions, professional societies and the general public.

Description: One campus children's program director will be named the 1999 NCCCC Director of the Year. Directors receiving Honorable Mention awards will receive a letter of commendation from the NCCCC President (with a copy to the president of their institution).

Award: The Director of the Year will receive the following: an engraved plaque; letter of commendation from the NCCCC President (with a copy to the president of the recipients institution); one conference admission to the next NCCCC annual conference; a press release to the Chronicle of Higher Education and local media; a brief profile in the next NCCCC Newsletter.

Eligibility. Only current NCCCC members in good standing will be eligible. Current Board members and Director of the Year Committee members are not eligible.

Timeline: Awards will be presented at the Coalition's 1999 annual conference.

Nominations: Nomination will be accepted from anyone affiliated with an institution having a campus program for children. Only completed applications received by the deadline will be considered. NCCCC retains the right to reject any application and not to make any award in a specific year. Nominations MUST include the following to be considered: 1) completed Nomination Form, 2) a minimum of two letters of institutional support (can include faculty, Deans, parents from the center, campus administrator, for example), and 3) one letter from the director of a children's center. One letter MUST be from a current NCCCC member.

NCCCC DIRECTOR OF THE YEAR NOMINATION FORM

Directions: Type or print clearly. Please complete the entire form, attach with letters (see Guidelines) and return to the address below. Nominations MUST be postmarked by FEBRUARY 25, 2000

NCCCC Director of the Year
Stony Brook Child Care Services
Building C, Daniel Webster Drive
Stony Brook, NY 11794-4000
Phone: (516) 632-6930 Fax: (516) 632-9419

Name of Director_____ Name of Institution_____

Address of Institution:_____

Name of President of Institution:_____

Work Phone:_____ Fax:_____

E-mail:_____ Name of Children's Center:_____

Name of Nominator:_____

On a separate sheet of paper, address the following questions:

1) Why are you nominating this director?

2) Briefly Describe their Program.

3) What is this Director's most unique feature?

4) What evidence can you provide of the quality of this director's work?

Join NCCCC at NAEYC in New Orleans!

NCCCC members and board members will be making a number of presentations and hosting a number of events during the course of the NAEYC conference. Summaries of these events are provided below. Come join your campus children's center colleagues! All sessions will be held in the Morial Convention center, unless otherwise noted.

WEDNESDAY, NOVEMBER 10

Child Care Information Exchange Networking Reception
Le Meridien New Orleans Hotel
9:00 - 11:30 PM

Join CCIE and its co-sponsors: NCCCC, the National Child Care Association (NCCA), the Association of Work/Life Professionals (AWLP), and Child Care in Health Care (CCHC) for refreshments and networking with your colleagues.

THURSDAY, NOVEMBER 11

Making Change Work for Everyone: Re-creating Center Culture, Management, and Board Governance
Nancy Witt & Tanya Swezey
Children's Center of the Stanford Community, CA
10:00-11:00 AM

Change can be empowering for everyone at all levels of Center function, but it must be well planned and meticulously thought out! This workshop will address the issues in Center management, separation of governance and staff relationships that often affect Centers or agencies with long-term staff and a long colorful history. Topics to be covered include: Recognizing Problematic Center Culture and Governance, Making the Commitment to make it Work, Strategies for Change, Models in Non-Profit Excellence, Community Building for Center Cohesiveness, Center Communication, Strategies for Bringing and Keeping Staff on Board, Circles of Management, Helping Everyone Find a Place, and Rules of Conduct.

The Children's Center of the Stanford Community was a finalist in the Chevron Award for Excellence in non-profit governance. Quality governance and total center management is a key ingredient to the quality of services we provide families and children, and allows on-floor staff the opportunity to concentrate more fully on programming and the administrators the ability to work effectively.

Men in Early Care and Education: Emerging Issues From the Perspectives of Male Students, Teachers, and Administrators
Mark Bittner, University of Wyoming , Laramie, WY
11:30 AM - 12:30 PM

The presenter will share findings from an on-going project that supports men enrolled in teacher education programs at the University of Wyoming. The men involved in the project are at varying levels of expertise within the early childhood/education field or profession. The presenter will also share ideas developed from this group to:
- strengthen interdisciplinary early childhood education programs
- support men in the early childhood field
- raise awareness for the need for more men working with young children.

Workshop participants will be asked to provide feedback about male involvement in the early childhood profession in their particular geographic areas.

The Health of Adults Who Work in Child Care Settings: Assessing Physical Demands and Writing Essential Job Functions
Anne Claffey & Rene Gratz, University of Wisconsin Milwaukee, WI
2:30 - 3:30 PM

Teachers who work with very young children do a great deal of bending, lifting, and sitting on the floor or in child-size chairs, which can lead to back strain and injuries. This presentation will provide information about defining job functions, including the amount of weight a child care worker needs to be able to lift when working with children who need to be carried, have their diaper changed, and lifted into highchairs, etc. The presenters will also discuss the ADA and other essential job functions.

One-On-One Dialogue
Vita Bates, NCCCC Conference 2000 Chair
5:30 - 7:00 PM

Come learn more details about NCCCC's next annual conference "NCCCC in the Windy City: Charting our Course for the 21st Century" that will be held April 12-15, 2000 in Chicago, IL.

FRIDAY, NOVEMBER 12

Child Care Administrative Software: Choosing Well And Choosing Wisely According To Your Program's Unique Needs
Michael Kalinowski, University of New Hampshire
8:30-9:30 AM

Administrators find themselves with increasing numbers of children, greater family diversity, more reporting requirements, and more stress about budgets and financing. Child care administrative software packages may help streamline the collection and analyses of information, so that directors are better able to generate reports, track children and families, predict both income and expenses more precisely, and ask "what if" questions about future program, staffing, and facility modifications. This session is designed to help administrators determine if such packages would be useful for their programs, and suggest a method for determining the most appropriate package.

Staffing a Quality Child Care Program: an Intergenerational Team Model
Dr. Sally Newman & Thomas B. Smith, University of Pennsylvania, Pittsburgh, PA; Dr. Elizabeth Larkin, University of Florida - Sarasota, FL; and Shelley Levin, Oakton Community College, Des Plaines, IL
1:30 - 3:30 PM

This session will describe a research project conducted by Dr. Newmann & Dr. Larkin that studied the complementary behaviors of older, less trained workers and those of more professional teachers in child care settings. Six host sites (University of Pittsburgh, Yale University, Washburn

Calling All NAEYC Presenters

ERIC/EECE is interested in contacting NAEYC presenters about submitting copies of their presentations for possible inclusion in the ERIC database. If you can, bring two copies with you to NAEYC and stop by Exhibitor Booth # 913 to drop them off, or send them to: Acquisitions, ERIC/EECE, Children's Research Center, University of Illinois, 51 Gerty Dr., Champaign, IL 61820-7469. If you have questions, please call Karen Smith at (800) 583-4135, e-mail: ksmith5@uiuc.edu.

BEST COPY AVAILABLE

University, Colorado University, Wheelock College, and Oakton Community College) each identified three local centers to participate in the study. Findings of the 18-month project, a practitioner's manual and accompanying video will be shared with participants.

Networking Reception
Co-sponsored by NCCCC, the National Organization of Child Development Laboratory Schools (NOCDLS), the American Associate Degree Early Childhood Educators (ACCESS), and the Council of Child Development Laboratory Administrators (CCDLA)
7:00 - 9:00 PM

Professors, administrators and teachers who work at, or in conjunction with, early care and education campus programs will have the opportunity to learn about each other's professional organizations and about the characteristics of laboratory schools and child care programs on community college and four-year college and university campuses.

SATURDAY, NOVEMBER 13

Managing the Many Roles of Directors and Teachers at Campus Child Care Centers: The Complexities Of Working With Children, Parents, College Students And Professors
NCCCC Board Members
11:00 - 1:00 PM

In this seminar participants will learn about the complexities of being a director or a teacher in a campus child care center. On most campuses, the children's center fulfills a variety of roles including: providing high quality early childhood care and education for the children enrolled in the program; instructing and guiding college students; recruiting and retaining college students, staff and faculty; supporting the institution's mission; serving the larger community; and functioning as a campus department. Participants will learn about all of the different roles, and about the personal characteristics, skills and training that are needed to succeed as directors and teachers in campus-based children's programs.

Trusting Children: Establishing A Truly Child Centered Early Childhood Classroom
Tim Dunnuck, Indiana University Bloomington & Ellen Veselack, Child Educational Center, La Canada, CA
1:00 - 2:00 PM

This session is based on trusting children to learn through play. The presenters will describe how to create a rich learning environment that provides lots of choices for children (including lots of free choice time) and about truly child-generated curriculum themes/topics which come from the teacher's observations of children's interests and needs. The focus is on the learning environment and the themes/topics that are generated through the children's play.

Harnessing Computers and the Internet
Carla Goble, Tulsa Community College West, OK & Anne Bomba, University of Mississippi
1:00 - 2:00 PM

We have discovered that computers intimidate many early childhood education students and classroom teachers. Students and educators in family childcare homes and centers often appear to lack the confidence, knowledge and experience to "harness" the wealth of information available to them through the use of computers, specifically the Internet. This session will use an informal discussion format to help early childhood educators feel more comfortable using computers, introduce them to the resources available online, and to teach them how to access relevant Internet information. A handout packet with "how-to" guidelines will be given to participants attending the session.

President's Column *continued from page 1*

democratic society, we must be helping children become kind and caring participants in a world that includes everybody.

Board Report

The full NCCCC Board met this summer for the first time, in Chicago July 13 - 15, 1999. This is normally an executive committee meeting. While the different format was designed to assist us in the task of revising our policies and procedures, we have come to the conclusion that a full Board meeting is a plus for getting the work of the organization done and we plan to continue with full summer Board meetings. This is a concrete example of our attainment of Goal IV: continuing to develop the 'organizational glue' necessary for NCCCC to expand and grow. In many other ways the board continues to strive toward our goals. Membership is at an all-time high of 419 members. Expanded membership services include: a proposed longitudinal study of campus children's centers; a new newsletter feature, the Teacher's Toolbox, included in this issue for the first time; and the publication of the first volume in our new Leadership Series: Maintaining Standards While Inviting Research and Observation, by Nancy K. Freeman.

Be sure to join us at the NAEYC Annual Conference in New Orleans, November 10 - 13, 1999. The One-On-One Dialogue, on Thursday November 11th, from 5:30 - 7:00 p.m. will be an opportunity to hear about our Chicago 2000 Conference: "NCCCC in the Windy City: Charting our Course for the 21st Century". On Friday evening, November 12th, from 7:00 - 9:00 p.m., NCCCC will be hosting a Networking Reception. It will be co-sponsored by the National Organization of Child Development Laboratory Schools (NOCDLS), the American Associate Degree Early Childhood Educators (ACCESS), and the Council of Child Development Laboratory Administrators (CCDLA). On Saturday, November 13th, from 11:00 a.m. - 1:00 p.m. we'll be offering a seminar focused on learning what is needed to work successfully as a director or teacher in a campus child care center. The article on page 10-11 describes other NCCCC-related sessions at NAEYC.

Finally, now that our autumn program cycles are well under way, please accept my very best wishes that you and your program have your most exceptional year of the 20th century!

Mark your calendars!

NCCCC 2001 will be in
New York City!
March 28 - 31, 2001
At the brand new Brooklyn Marriott

2001 an Empire State Odyssey - Nourish Yourself in the Big Apple!

Annual Conference – April 12-15, 2000

Charting our Course for the 21st Century

Conference Registration Fees:

Member Rate:
$275 early bird (before March 15)
$305 (after March 15)
Non-Member Rate:
$325 early bird (before March 15)
$355 (after March 15)
* includes 3 continental breakfasts, 1 luncheon, 2 receptions, keynotes and workshops

Teacher Day
(Saturday, April 15)
$90 early bird (before March 15)
$100 - (after March 15)
* includes continental breakfast, lunch, keynote and workshops

Workshop Presenter rate
(maximum 2 per session):
$195 - [illegible] conference
$65 - [illegible] day only

Hotel Information:

Regal Knickerbocker Hotel
163 East Walton Place
Chicago, IL 60611

Reservations: (312) 751-8100
(800) 222-8888
www.regal-hotels.com/chicago

Rates: Single or double room -
$147 plus 14.9% tax
$20 extra person charge
$20 charge for a rollaway cot

Conference Highlights:

Keynote Speakers:
- Bill Ayers, University of Illinois at Chicago; Barbara Bowman, President, Erikson Institute; and Florence Munoz, Oakton Community College. Panel discussion on " The Role of Campus Centers in Preparing Teachers for the 21st Century."
- Judy Helm, Consultant, Best Practices, and author will speak about "Violence: What is it doing to our children and families and what can we do about it?"
- Jim May, storyteller, will speak about "Teacher Memories We Hold Close to Our Heart"

Pre-conference Intensive Sessions ($75)
- New Director's Day
- The Project Approach
- Advocating for Young Children
- Grant Writing
- Leadership and Advocacy
- Portfolio Assessment
- Implications of Brain Research on Early Care & Education

Tours of Children's Centers & Museums ($35)

Program Ads Available:

Inside front cover	$600
Inside back cover	$600
Full Page	$450
1/2 page	$300
1/4 page	$250

Please provide camera-ready copy

For More Information Contact:

- Kari Gilles (312) 431-0013 or (800) 813-8207
- Vita Bates (708) 974-5729
- Web site http://ericps.ed.uiuc.edu/n4c/
- AOL Keyword: digital city chicago

Choose from more than 80 workshop topics such as:

- Public Relation Strategies that Reap Campus-wide Support for your Children's Center
- The Role of Undergraduates in the Campus Lab School
- Habits for Effective Supervision & Team Building
- Identifying the Value of Early Childhood Education Programs: Beyond Bean-Counting
- Information and Technical Assistance on the Child Care Access Means Parents in School Program/Advocacy Efforts
- Nurturing Children and Families in Violent Times
- Parent Handbook and Web Site Technology Sampler and Exchange
- Partners in Teaching: The Early Childhood Education Department and the Campus Child Care Center
- Make Your Playground Safe: Supervision Liability!
- The New Head Start Initiative and Its Impact on Campus Programs.
- Tips and Information for Writing a Successful Federal Grant Proposal

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Center Profile

Scottsdale Community College Child Enrichment Center

Address:
9000 E. Chaparral Road
Scottsdale, AZ 85256-2626
Phone: (480) 423-6428
Fax: (480) 423-6401

Administration:
Director: Rosanne Yniguez
Assistant Director/Teacher: Rochelle Ramirez-Clark

History:

The Child Enrichment Center was founded in 1974, in a small portable building on the campus of Scottsdale Community College; in response to Student Government and Adult Re-entry request for child care services. The program moved to a larger, renovated, temporary facility on campus during the eighties. At that time, capacity was increased to 45 children, three through five years of age. As a result of a successful bond election in 1994, funds were appropriated to construct a facility designed specifically to meet the needs of children, student/parents, and staff.

The center is licensed by the Arizona Department of Health Services to serve 101 children between the ages of two and five. The Child Enrichment Center has been accredited by the National Academy of Early Childhood Programs since 1989. The program is also monitored by the Salt River Pima Maricopa Indian Community.

Purpose:

The purpose of the Child Enrichment Center is to provide a quality developmental experience for young children two through five years of age. Our goal is to support student/parents in meeting their child care needs by providing a safe, stable environment on campus for their young children. The center also serves as a resource to other programs on campus, including the Early Childhood Development Program, Nursing Students, Dance, and Children's Literature by providing observation and practicum experiences.

Budget:

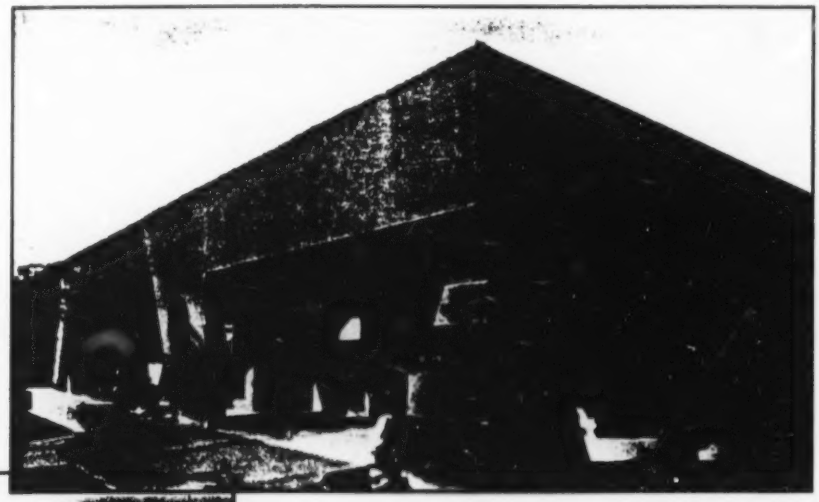
In addition to providing close to 50% of the operating budget for the program, the college supports the center with in-kind services. These services include use and maintenance of the facility, utilities, and custodial services. Parent tuition supports the remaining costs of operating the program.

Schedule:

The center is in operation during the fall and spring semesters, Monday through Friday, 7:00 a.m. - 4:00 p.m., following the college calendar. Demand for summer programs and evening care are closely monitored to determine future need.

Enrollment:

Parents register each semester and must be enrolled for credit at the college in order to be eligible for services. Students are given first priority. Staff and faculty may register on a space available basis. Nine different enrollment options are available including morning, afternoon



The Child Enrichment Center at Scottsdale Community College, AZ

and full day sessions. Children attend two, three or five days a week.

Staff:

The staff include a full-time director, assistant director/teacher, a secretary, cook, six permanent teaching staff, and three teacher assistants. Work-study students and student employees supplement the classroom teaching staff. The director has a master's degree. Three of the lead teaching staff have earned bachelors degrees. One of the remaining two teachers has earned an associates degree and the other a child development associate credential. One of the teacher assistants has earned an associated degree and one has a master's degree.

Facility:

The Child Enrichment Center and Scottsdale Community College sit on the Salt River Pima Maricopa Indian Reservation. The program was moved into the new facility in May 1997. Architect Fred L. Osman, who wrote Patterns for Designing Children's Centers, designed the facility. Center staff had a great deal of involvement in the design phase and during construction. Staff also played a big role in the selection of equipment and furniture.

The building has four children's playrooms, a multi-purpose room, staff lounge, director's office, work alcove, reception area, adult resource room, kitchen, laundry room, and storage spaces. The outdoor environment reflects the child-oriented philosophy of the program and has generous amounts of space. Additional storage is provided outside and an area is designated for gardening. The outdoor environment is considered an extension of the classroom and is highly utilized. The design of the facility is interesting and colorful, while respecting the integrity of childhood.

Head Start Collaboration:

We began a collaboration with Maricopa County Head Start in January 1999. We provide one of our classrooms to serve the children of SCC student/parents who qualify for Head Start Services. The classroom is licensed by Arizona Department of Health Services to serve 14 children between 3 to 5 years of age. Staff in that classroom is hired by Maricopa County Head Start.

Philosophy:

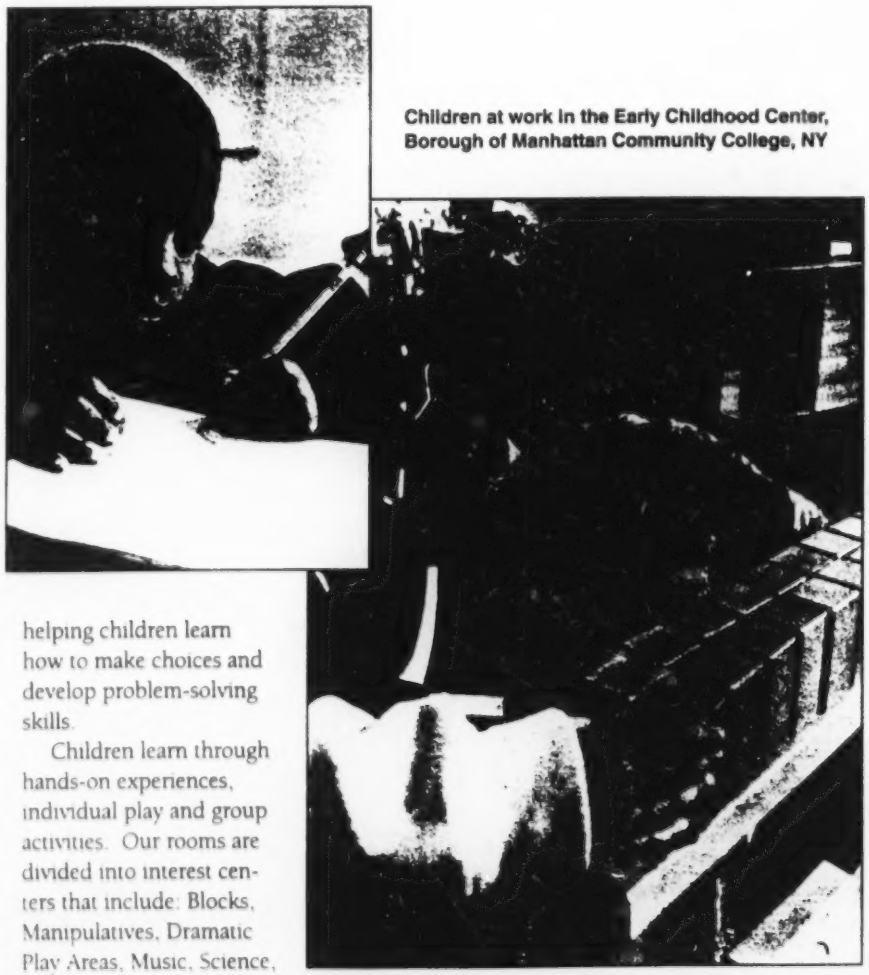
The program is based on the premise that children need time to be children and to fully experience the richness of childhood. The center provides a safe, warm and positive experience for each child. The program is designed to facilitate social/emotional growth, physical and intellectual development. Each child is nurtured and valued as an individual.

Activities and guidance are provided to help children develop a strong self-concept, cooperative play skills, verbalization of feelings and thoughts, and acceptance of others. We promote autonomy by helping children learn how to make choices and develop problem-solving skills.

Children learn through hands-on experiences, individual play and group activities. Our rooms are divided into interest centers that include: Blocks, Manipulatives, Dramatic Play Areas, Music, Science, Creative Media, and computer. We advocate a developmental approach to learning and recognize parents as the primary educators of the child.

Curriculum:

The curriculum is based on developmental theories and methodologies of early childhood education. Hands-on activities are provided to help each child acquire the skills, knowledge and behaviors to promote their optimum physical social, emotional, and cognitive development in a multi-age setting. Activities are developmentally appropriate to meet the individual needs of each child. Emphasis is placed on celebrating culture and respect for diversity.



Children at work in the Early Childhood Center, Borough of Manhattan Community College, NY

"MEMBERSHIP FEEDBACK ON CONFERENCE PLANNING" QUESTIONNAIRE

• • • ONLY ONE RESPONSE PER PERSON PLEASE • • •

The next two years of NCCCC conferences have been scheduled in Chicago (2000) and New York City (2001). The Board would like your input to help us decide about future locations and other considerations. Please return completed questionnaire to: Gail Solit, Child Development Center, Gallaudet University, 800 Florida Avenue NE, Washington, DC 20002.

I. Program

Based on this and other NCCCC conferences that you've attended rate the following elements, in order of importance. You may rank more than one element at the same level, with 5 being the highest and 1 being the lowest:

_____ Keynote Speakers
_____ Single time block sessions
_____ Plenary sessions
_____ Campus/Community Center Tours
_____ Full day pre-conference sessions
_____ Extended time block sessions
_____ Annual Meeting
_____ Networking Opportunities
_____ Special Events (Entertainment/Theater Tickets, Hosted Dinners, etc.)
_____ Other _____

II. Location

Question	Yes	No
I am more likely to attend the conference when it is close to home.		
I prefer to travel to different parts of the country.		
I prefer to attend the NCCCC Conference in a resort area (e.g. Breckenridge, Hilton Head)		
Is the city/location an important factor in your decision to attend NCCCC?		
If so, list five cities where you'd like the conference to be held:		
Would it be helpful if NCCCC conferences rotated through regions of the country (e.g. West, Mid-West, East)?		
In the past, holding the conference in Washington, D.C. has allowed participants to become active in the national political process. Is this important to continue?		
If yes, how frequently? _____ 4 years _____ 5 years ____ 6 years		

III. Timing

A. Which month is best for you to attend the NCCC conference?
____ February _____March _____Apnl _____May

B. The current schedule of the conference has been Wednesday evening through Saturday noon. If this were changed to Sunday noon through Tuesday evening would it be _____easier or _____more difficult, or would it make_____no difference in your ability to attend?

C. How important is a Saturday overnight to your travel plans?
_____very important _____somewhat important _____not important/applicable

IV. Cost

A. Recognizing that different parts of the country and different times of the year influence the cost of the conference, what range of costs for the following components fit your annual budget?
Hotel room _____ to _____
Air Fare _____ to _____
Registration Fee _____ to _____

B. How important is it to have some meals included in the registration fee?
_____ very important _____ somewhat important _____not important/applicable

C. Who pays for you to attend the NCCCC Conference?
____the children's center _____an academic department _____ personal expense _____other

V. More About You

A. Home state _____ B. Name (optional)* _____

C. Number of NCCCC conferences attended, including San Francisco: _____

D. Number of conferences you did or plan to attend during this academic year which involved an overnight stay: _____

E. What are the most important factors influencing your decision to attend the NCCCC conference?

F What is most useful about the NCCCC conference?

G. What is least useful about the NCCCC conference?

H. What more are you looking for from this conference?

PLEASE COMPLETE THIS QUESTIONNAIRE ONLY ONCE.

*** If you complete and return this form, and include your name on it, you will be entered in a drawing to be held at the 2000 Conference in Chicago. The winner will receive a special gift/prize. You do not, however, need to include your name to submit the completed form.**

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